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ABSTRACT

This guide is designed to assist the coordinator of the Marketing and Distributive Education Cooperative Education Program in improving and expanding the instructional activities needed to prepare individuals to function in the food industry's entry-level jobs. The instructional material provides information about what is expected of a student trainee in the supermarket. An introduction contains an outline for promoting classroom discussion of the history and development of the supermarket. Information on a supermarket career and store organization plan are included, as well as a list of suggested learning activities. The function and features of packaging are outlined and activities are listed regarding truth in packaging. Outlines and learning activities are presented for studying supermarket layout. The appendixes include pretests, posttests, and test answers for the instructional units on the bagger, checker/cashier, stockperson, and meat trainee positions; a chart on unit pricing; a witness form; training plans for the instructional units; a list of resources; a bibliography; and transparency masters. The bagger, checker/cashier, stockperson, and meat trainee instructional units are included. For each instructional unit, some or all of the following are included: an introduction, directions for using the unit, a list of prerequisites, a list of objectives, informative material, learning activities, alternate activities, and self-checks with answers. (YLB)

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FOOD DISTRIBUTION

"THE SUPERMARKET" ENTRY OCCUPATIONS

Produced by
State Department of Education
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Vocational Curriculum Development Section
Columbia, SC 29201

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SOUTH CAROLINA DEPARTMENT OF EDUCATION

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FOREWORD

An increasing number of students are choosing careers in the food industry. The interest demonstrated by these students is reflected in the enrollment in the Marketing and Distributive Education Cooperative Program. On-the-job training has proven to be very popular among the employers in independent grocery stores and chain supermarkets. This situation has led to many benefits for both the employer and the co-op student.

This Guide and the accompanying student instructional units, **Bagger, Checker/Cashier, Meat Trainee,** and **Stockperson** are designed to assist the coordinator of the Marketing and Distributive Education's Cooperative Education Program in improving and expanding the instructional activities needed to function in the food industry's entry-level jobs. Throughout these instructional materials, the coordinator is required to have advanced preparation and contact with all supermarket and independent grocery management in the community. A good rapport is a must for success.

Although the Vocational Curriculum Development Section of the South Carolina Office of Vocational Education edited and produced the materials, the work was compiled by a committee of excellent marketing and distributive education instructors who are involved in the Cooperative Education Program and whose job it is to place students in the food industry in their respective communities. Those instructors were Lou Marino at Laurens 55 High School (Laurens), Marlene D. Cusaac at Lee County AVC (Bishopville), Tom Cook at Eau Claire High School (Columbia), and Phyllis Hayes at Wade Hampton High School (Hampton).

The artwork and transparencies were produced by Tonia Simpson, a graphic arts student at Lexington District I Area Vocational Center. Patricia E. Kinsey, Editor, and Jim Lewallen, Word Processing Operator, Office of Vocational Education, also assisted in the production of this Guide.

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INTRODUCTION

The food industry is probably the nation's largest industry with regard to dollar volume and number of employees. The large supermarket operation offers challenging career opportunities in some 200 job classifications. The food industry offers numerous and varied career opportunities for both the college-bound student and the student who is seeking immediate employment upon graduation from high school.

Almost every M & DE Coordinator has a student placed at a food training station. The need for alert, progressive and well-trained young people in this relatively stable field is growing rapidly.

This Guide with its accompanying instructional units and transparency masters was developed to emphasize the scope, opportunity, and qualifications needed to pursue a career in the supermarket industry. Utilize this material to suit your local situation and needs. Any articles or charts in the Guide may be duplicated as a handout to the class. Field trips to supermarkets and wholesalers' warehouses would be most beneficial. Films are available from many sources (Colonial Stores and Proctor and Gamble, especially). Local supermarket personnel should be contacted and used as speakers (in school or as a guide on a field trip). If possible, equipment such as a cash register, counter, merchandise, and marking equipment should be obtained for use in the classroom.

The instructional material contained herein is a guide toward what is expected of a student trainee in the supermarket. The coordinator is encouraged to embellish these suggestions and adjust teaching to each individual situation. Many activities can be encouraged if you have the equipment or cooperation of a local supermarket. Use the pre-tests and post-tests and read the creed with the two accompanying units. These are realistic experiences and will certainly aid the student who seeks a position in the food industry. A large percentage of these students will certainly choose one of the occupations associated with the food industry for a career.

History and Development of the Supermarket

The following outline should be used to discuss the history and development of the supermarket in these four stages: The General Store, Stage I, Stage II, and Stage III. In the last stage, statistics were not included on the present number of supermarkets, number of employees working in the industry, and the amount of money earned annually. The instructor should research these statistics in order to have the most current information for the students.

The General Store (1900)

Outgrowth of trading post

One clerk
No advertising
No adequate records/credit
Unorganized displays
Pricing/bartering

Stage I

The supermarket is born.

Caused by:
- Depression
- Unemployment
- Need for economy
- Mobile public
- Automobile growth

Supermarket philosophy

- Wide assortments
- Self-service
- Low prices
- Mass displays
- Cash only
- Parking space
- Efficient operation
- Non-grocery items available

Pioneers of supermarketing

Michael Cullen (1930)
King Kullen Stores
"Price Breaker"

Robert Otis, Roy Dawson (1932)
The Big Bear Stores
Opened in abandoned automobile factory

Supermarket first used by Alber's (1932)
Cincinnati, Ohio

Clarence Saunders
Piggly Wiggly
First automated supermarket
First self-service

Stage II

- World War II -- 8,300 supermarkets
- Plenty of money
- Little help
- Women in factories
- Preminum on time to shop

Discuss war
Depression
Influences and importances

Stage III

- Movement to the suburbs (postwar)
- Population
- One-stop convenience shopping
- Multitude of new items and products
- New, modern, larger stores
- Superior equipment (especially in refrigeration of frozen foods)
- High speed cash registers/change ejectors
- Today, _____ supermarkets _____ million employees earning $_____ annually
- Impact of the automobile
- Supermarket of the future

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TV shopping, electronics, vending
machines, etc.
Opportunities for employment
The supermarket today (field trips)
The superette (7-11)

A Supermarket Career

Every one of the more than 220 million people who now live in this country must eat, and the population is constantly increasing. This means that the food retailing business is still growing and even more workers will be needed in the future. Food-store work is a steady occupation because even in bad times people can't stop buying food altogether. Consequently, the food store business provides a high degree of job security.

Food stores offer some special advantages and disadvantages to anyone looking for a challenging and rewarding career. The food store field is a very easy one in which to get started. Food stores are open long hours; some stores are even open all night. Even when the store itself is closed, the work of restocking the shelves may be done during this time. This means that food stores have a great need for part-time workers, especially during peak business times such as weekends, when many people choose to do their shopping. These factors make it possible for students to get started in this field while they are still in school. Many food service personnel started at the bottom of their field and worked their way up as they gained experience.

Fortunately the people who work in food stores do not all want the same work schedule. For example, people with school children will probably want to work during the daytime, while people who are going to school will want to work in the evenings and on Saturdays. One of the advantages of food stores is that such special needs can easily be met. But if students want a food store career, they must remember that this is not a Monday through Friday, nine-to-five business. They must be willing to work when many of their friends will not be working.

Many of the jobs in a supermarket require a great deal of standing, walking, lifting, and bending. Even managers have to be on their feet all day. Consequently, this is not work that can be done by people who tire easily. Most food store jobs require good eye/hand coordination.

Students can be hired for food store work before they have finished high school, but it is necessary for them to have learned both basic skills and social skills. If students make their on-the-job training count, they can learn the marketing skills that are needed in order to advance in the food store field. However, it is much easier to get hired and to move up to management-level jobs if students have had the kind of specific marketing training that a marketing and distributive education high school program offers.

Because of the flexible hours in food store jobs, students can easily go to school and work. Home study courses in food industry management are offered by Cornell University in cooperation with the National Association of Food Chains. The Cornell Home Study Program began officially in January 1964 when the food industry realized a severe shortage of practical opportunities for further education and development in their field. Leaders in the National Association of Food Chains sought assistance from the Food Industry Management Program at Cornell University. A series of home study courses was developed to meet this need. Many companies offer full or partial tuition refunds to any of their employees who receive certificates showing successful completion of courses in food industry management.

Store Organization Plan

To be effective in carrying out the responsibilities of a particular job, the employee must be aware of what is expected in his/her job, and the responsibilities of those above and below his/her position. The organizational plan serves as a tool for understanding the complex operation and also presents an overall picture for advancement.

The following form may be used to further explain the plan, progression of authority, and pay differentials. The form can be duplicated for student use in reinforcing the concept.

STORE ORGANIZATION PLAN

Store Manager, Assistant Store Manager

Head Checker	Grocery Manager	Produce Manager	Meat Manager	Other Department Managers	Other Department Managers
Checkers	Clerks	Clerks	Clerks	Clerks	Clerks
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Baggers
Parcel Pick-up
Terminal Service

Other positions
_____

Title _____
_____
_____

The purpose of this plan (any plan):

--Assign responsibility.
--Designate authority.
--Fix lines of communication.
--Set up essential controls.

EMPHASIZE IMPORTANCE OF LAST IMPRESSION BY CHECKERS/BAGGERS.

Major Departments of the Supermarket

Groceries -- Includes all except meat, produce, and dairy

Meat -- Located in rear as "magnet"

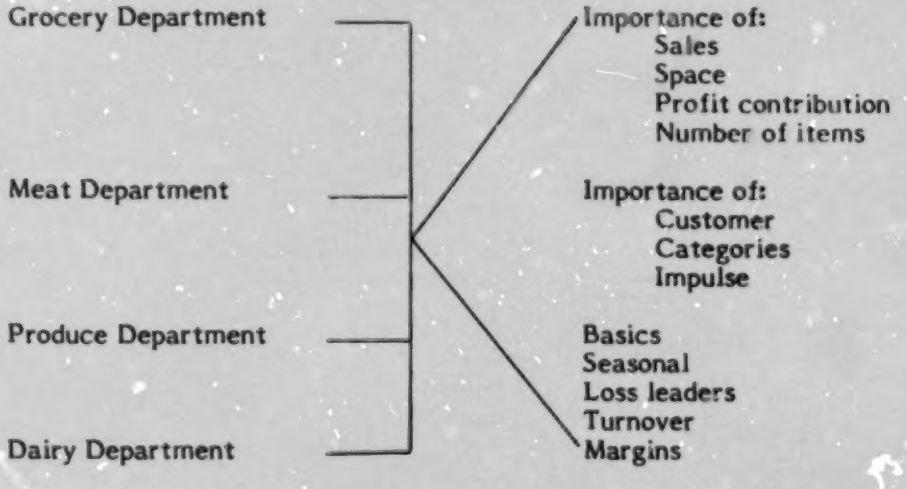
Dairy -- Perishable; short shelf-life

Produce -- Seasonal; trend toward prepackaging and from semi self-service to full self-service

Other departments--

a. Bakery
b. General merchandise (non-foods)
c. Frozen foods
d. Delicatessen (fancy foods)
e. Beer, wine, liquor
f. Sundries and non-prescription medical items
g. Seasonal promotional items such as lawn furniture, mowers, charcoal grills, Christmas trees, etc.

Discuss each of the following topics as it relates to each department.



Channels of Distribution

Producer -- Generally a farmer; grows or originates raw material (enroute brokers, commission agents, producers cooperative).

Processor -- National manufacturer who sells product (General Foods, standard brands).

Throughout the U. S. -- General Mills, Kellogg, General Foods

Local or regional manufacturers -- Blue Boy, Seabrook, Azalea

Private labels -- Sold only through selected outlets such as Ann Page (A & P), Dixie Darling (Winn Dixie)

The processor:
--Changes the raw material into salable product.
--Markets and promotes the item.
--Does customer research, surveys markets.
--Conducts product development, advertising.
--Provides sales assistance, displays samples.

The wholesaler: Independent wholesaler serves retailers who do not belong to any buying group.
--Purchases in large quantities from manufacturers
--Resells in smaller quantities
--Gives credit to retailer
--Carries a wide assortment of manufacturers' products
--Usually makes delivery to retailer

Central buying: Works with member stores, affiliated buying groups; all large chains operate on Central Buying Organization (Red & White, I.G.A.).

Activities

Products are received into a store through a variety of methods. Have your students check the local supermarket and follow the chain of distribution for these items.

Produce (oranges, etc.)
Frozen foods
Cheese
Milk
Eggs
Cigarettes
Bread
Canned goods

Find out the following information.

Place obtained (source)
Method of delivery
How received
How marked
Shelf life

Identify the items that are consumer goods and those that are industrial.

Wheat
Delivery truck
Ice cream
Steak
Sugar cane
Cake
Cattle
Flour
Bread
Case cutter

Have the students select and research one of the following famous names in food processing and present the report to the class.

Nicolas Appert -- France, father of canning

Peter Durano -- England, 1810, developer of the "tin" can

Dr. John T. Dorrance -- U. S., 1897, first condensed soups

Gail Borden -- U. S., 1853, first canned condensed milk

Clarence Birdseye -- U. S., 1930, mass production of frozen foods

C. A. Swanson -- U. S., 1954, frozen "TV" dinners

THE SUPERMARKET

Ladder of Success

You can climb this ladder and take advantage of the supermarket explosion.

There are four entry occupations which are prerequisites to more advanced positions.

Bagger (terminal service)

*Cashier/Checker

Meat Counter Person

Stocker/Utility Person

*Every office manager must have first worked as cashier/checker in most food distribution operations.

PACKAGING

Attractive packaging is important in making the sale. Eye catching, colorful covers or boxes will catch the customer's attention. To achieve this purpose, the food industry spends billions of dollars annually for packaging its products.

Primary Function

Attract -- Colorful

Reveal -- Show as much of item as possible

Protect against handling damage and soiling

Explain with easy to understand directions and/or contents

Sell -- Cause impulse buying

Ease of handling -- Customer/store; size and shape of package

Have secondary use when possible (reusable bags, mugs, etc.)

Features of a Good Package

Eye appeal

Practical

Functional

Convenient opening

Salable in all retail stores

Economical to produce

THE CUSTOMER WILL PAY FOR THE PACKAGE!

In 1950, aerosol cans were used only as bug bombs. Now, millions are spent annually on aerosol products involving hair sprays, cosmetics, drugs and medicines, insecticides, etc.

Would you believe a product called Quickbee -- an aerosol angel food cake. You spray the contents into a baking tin and "voila" -- an angel food cake.

There is even packaged gift wrapped lumber (actually color coded) available from Franks Lumber Company, Portland, Oregon.

Packaging provides dramatic results. For example, Glade, a product of Johnson Wax Company, was a poor third in sales. Glade switched to a handsome new container with a slant top sprayer and became number one in every market.

Milk has successfully switched from glass to paper cartons, and now to plastic containers in one-half gallon and gallon sizes. This has produced a substantial increase in sales.

Activities

Truth in packaging! Discuss the following topics as each relates to consumerism.

Misrepresenting
Mislabeling
Deceptive packaging
Tricky or misleading packages
False-bottom jars
Use of chemicals on meats
Comparison of packages to their contents
Use of price wheel (provided by S. C. Department of Agriculture)
Getting the most for your shopping dollar (read and compare the labels)
Which are the best buys?
What about the package that can be recycled?

Here are names associated with consumer news and relating to the Food and Drug Acts.

Mrs. Virginia Knauer -- Washington
Mrs. Bess Myerson Grant -- New York City
Ralph Nader -- Washington

What Should Be on a Label

The Weights and Measures Section of the Department of Agriculture offers an interesting, informative lecture complete with slides and samples that creates great interest on the part of students in consumerism, unit pricing, and truth in packaging. Also included in the package are price wheels which allow the consumer to quickly evaluate his/her price by the ounce. One of the biggest controversies today is to switch (or not to switch) to **unit pricing.** Supermarket people say it will be too costly and unnecessary. Consumer defenders say it must be done. Women's groups are supporting all protective legislation and informing each other of supermarket codes to insure purchasing the most up-to-date merchandise. As the prices continue to soar, enormous pressure will be brought to bear on the supermarket industry to continue to offer its products and services and to keep prices at reasonable levels (about one-fourth of the breadwinner's total income). The supermarket industry has made gigantic strides in a relatively short period; its future is bright and the career opportunities for employment for our students are unlimited.

BUYING IN BULK IS BACK

By RON WENZELL
State Staff Writer

Grocery shopping can be a nostalgia trip.

The old-time bulk food concept, which has been revived in many sections of the country, is being tried at Piggly Wiggly Plus in Saluda Plaza.

The West Columbia supermarket is the first of Piggly Wiggly Carolina's 106 South Carolina stores to sell food in bulk, and has some 92 items including baking needs, beans, cereal, candy, coffee, tea, nuts, pudding, pet foods, and seasonings.

Bulk food sales have doubled each week since the department was opened three weeks ago, said store manager Marty Massey.

"Customers were cautious at first," he said. "They've been asking a lot of questions and buying one or two items in small quantities just to try them, but they're coming back and buying more."

Most customers want to know how much money they can save buying in bulk, and where the product came from, he said.

The bulk foods are not generic products, he said. "They are all brand name, and while we don't have them labeled we will be glad to tell a customer what brand it is."

The bulk items are purchased direct from the manufacturer or wholesaler by Piggly Wiggly's sales office in Charleston, and delivered to the Saluda Plaza store, Massey said. "Our sales people look for the best buys, but they are all quality products," he said.

"When you buy in bulk you can get as much or as little as you want, and you save money because you aren't paying for fancy packaging," he said.

"The savings is from twenty to seventy percent, depending on the product. For example, we sell black pepper in bulk for $1.69 a pound, and the same brand costs $2.39 packaged. Tea bags costing two-and-a-half cents each in the box are one cent in bulk. Pinto beans that sell for forty-five cents a pound in the can cost thirty-five cents in bulk. Everything is cheaper sold in bulk except sugar, and sugar prices are so competitive that even in bulk it costs about the same."

The bulk-food products are displayed in air-tight, plastic containers, and wooden barrels with plastic liners. Cane syrup is dispensed from metal urns, and there is a grinder for the coffee beans.

"Everything is well protected, and sanitary," Massey said. "The customer can serve himself and attendants weigh the products out in cellophane bags."

Keeping the bulk items fresh won't present a problem, he said, because of the products. "They don't spoil easily. We'll have to watch the cereal, but it's one of our biggest sellers." Other fast-moving items include candy, popcorn, sugar, nuts, flour, sunflower seeds, and pet food.

There is no limit on purchases. "If someone wants a barrel of walnuts that's fine, but if they want a half-dozen walnuts that's okay, too," he said. "Bulk shopping is great for singles and couples who don't need large quantities."

The Saluda Plaza store was selected to initiate bulk sales because of its location and mix of business, said Carroll Godwin, the company's public relations director.

"We're waiting to see the reaction, but bulk foods will be in one of our Charleston stores next week, and we expect to have them in three or four others in the next several weeks," he said.

Massey said his store will be adding other items in bulk, and possibly a line of health foods.

The State Newspaper. Columbia, S.C., 1983.

SUPERMARKET LAYOUT

Supermarkets are designed and planned by store engineers to produce the most sales from the space allotted. There are no hard and fast rules, but a basic layout may follow this pattern.

Meat counter is located in rear.
Frozen foods are placed close to check-out aisle.
Dairy is on one wall -- produce is on the opposite wall.
Bakery is in front.
Groceries are located in center of store.
"Front end" -- This area consists of service area, check-out (non-selling), redeem bottles, cash checks, etc.

While each store varies, some characteristics are prevalent in all well-planned stores.

Accessible departments
Simple traffic pattern
Merchandise grouped in logical order
Plainly marked aisles
Well-lighted and well-ventilated
Attractive building and clean, correct fixtures (adjustable gondolas)

Activities

Visit local supermarket. It is well laid out?
Analyze the locations of the different sections.
Are convenience goods in the correct location?
Implulse items?
Signs?
Suggest changes!

Layout — Activities

In the column at the left list at least six items of equipment needed for a supermarket. In the diagram show by the letter of each item of equipment you have listed where it is usually located.

A. _____

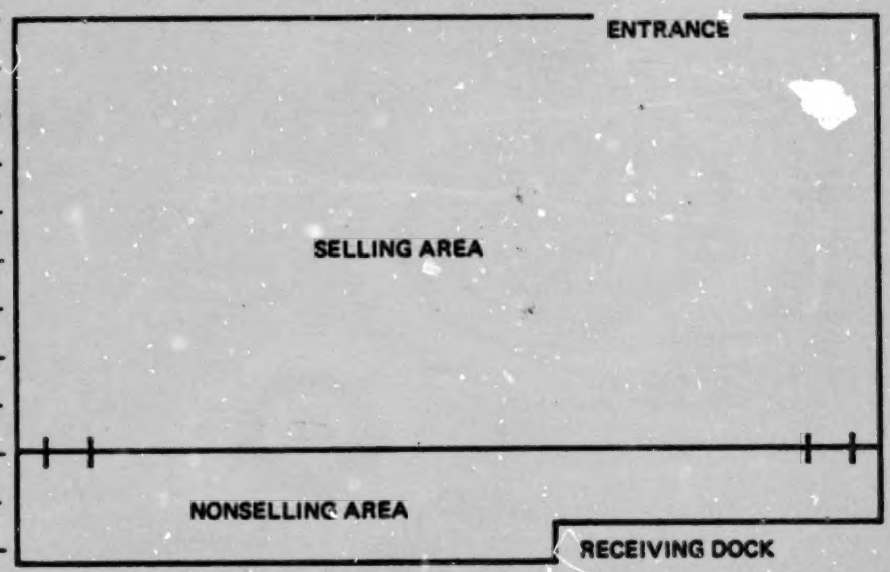
B. _____

C. _____

D. _____

E. _____

F. _____



Modern retail buildings have features that may not be found in buildings originally planned for other purposes. The building described below was built in 1958 as an automobile showroom and garage. Read the description and then identify features missing if the building were to be used for a supermarket.

> FOR RENT. Concrete block building, one story, 120 x 170 feet, located on corner lot. Large display windows on two sides, 16-foot ceiling, five 10-foot overhead doors, steel I-beam interior posts, parking for 25 cars.

Additional Activities

1. What would you say? (Respond to these examples of customer statements.)

   "These tomatoes are too soft."

   "This can is dented."

   "You gave me incorrect change."

2. Do a comparison shopping tour. Give an amount of money and articles. See who gets the most value.

3. Check and report on all non-food items sold in a local supermarket.

4. Write advertisements for a local supermarket. When to advertise what?

5. Report on trading stamps (pros and cons).

   Advantages

   Wide appeal — 95% of shoppers save some stamps
   Increases business
   Builds loyal customers
   Double-stamp high profit items -- promotion sets

   Disadvantages

   Expensive -- 2% of total sales
   Slows down check-out
   Unfair (outlawed in Kansas)
   Causes higher prices

6. Study and report on the effects of these items.

   TV games
   Non-food promotions -- Dictionaries, encyclopedias (in series), dishes, etc.
   Contests and games

7. Truth in Packaging Legislation -- Check for these situations.

   False bottom jars
   Huge boxes half-filled
   Cans half-filled
   False weights on packaged foods

8. Visit a supermarket in your area and take notes on how the layout is planned to make it easy for the customers to select their food purchases. Report back to your class on what you have seen. Then work with your class to prepare a summary report of what food stores should do to make the idea of self-service work.

Questions for Class Discussion*

1. What is the correct way of keeping an accurate record of hours worked per week?
2. What should you do in case you accidentally forget to punch your time card?
3. Why should you never work off the time card? Explain why.
4. If a friend of yours forgets to punch his/her time card and later asks you to do it, what would you tell him/her?
5. Should you punch the time card when you are told to take a break?
6. Why is it important to sign your time card at the end of your work week?
7. In case of sickness, when should you report this to your market manager?
8. Why is it important to look at your work schedule each day?
9. Do you have to wait your turn in order to get an advancement?
10. If offered a promotion in another city, is it a rule that you will have to go?
11. Can you smoke and eat while serving customers?
12. What is a break room used for?
13. When you are finished with a cigarette, what should you do with it?
14. How long does an employee have to work in order to get a paid vacation?
15. Why should the market be clean at all times of the day?
16. How often should you wash the entire inside of the meat cases and when?
17. Does your store require market personnel to have health cards? Why?
18. What could you expect if you reported to work wearing a blue shirt?
19. What is the uniform of a male market employee? If female, name the female uniform.
20. Does your store expect you to pay for your name badge if you should lose it and want another?
21. What should you do in case of an accident?
22. When you are given an advancement in pay, should you tell you friends about this? Why?

*As these questions are for discussion purposes, answers will depend upon the supermarket being discussed.

23. Should employees borrow money from one another?

24. When is it permissible to serve your immediate family at the meat counter?

25. Should you work off the time clock if the market manager asks you?

26. What should you do if you saw someone shoplifting? Explain.

27. Should employees park their cars on the parking lot at any available space? Why?

28. The use of the telephone is for full-time employees only. True or False?

29. When is the only time the sales people are allowed behind the meat counter?

30. Should you buy a gift for your market manager at Christmas or any other time because he/she is nice to you? Why?

31. What does your company have to offer a trainee?

32. How should students conduct themselves in the market in order to carry out the teachings of this program?

APPENDIX A: BAGGER PRE-TEST

1. Why is the customer service of bagging one of the most important in the food store?
2. The bagger's creed says to treat the customer how?
3. _____ and _____ of the store are made for the good of all.
4. What items of merchandise are placed in the bottom of a grocery bag?
5. What do you do to wet merchandise before putting it in the bag?
6. Where do you place bottles in the bag?
7. What items are placed on top?
8. Whose responsibility is it to keep the check-out area clean?
9. Describe how to open a bag.
10. Demonstrate to your teacher how to bag merchandise properly.
11. Should you double bag? What is meant by this term?
12. What do you not pack with groceries?
13. _____ _____ should be kept between unchecked items and those already checked.
14. Proper methods of bagging result in _____ _____ _____ _____ and _____ _____ _____.
15. A bagger should always _____ multiple priced items.

ANSWERS

1. The supermarket is a self-service retail business. The bagger is the last person to have contact with the customer and must leave a good impression. Bagging is sometimes the only service the customer receives in most supermarkets.
2. The bagger should treat the customer as he/she (the bagger) would want to be treated.
3. Rules, regulations
4. Heavy merchandise such as canned items are placed in the bottom of the bag.
5. Place wet merchandise in insulated bags.
6. Place bottles in the center hole.
7. Breakable and bruiseable items are placed on top.
8. It is the bagger's responsibility.
9. Open the bag by running your hand down the inside.
10. Use cans as the base for the rest of the merchandise and to help hold the bag upright. Build up solid sides with cartons to strengthen the sides. Make a trim, square package.
11. No; double bagging is putting one bag inside another.
12. Bleach and ammonia should not be packed with groceries.
13. Ten inches
14. Easy to carry bags, seldom damaged goods
15. Group

APPENDIX B: BAGGER POST-TEST

1. Explain why the customer service of bagging in the supermarket is one of the most important in the food store.

2. _____ is valuable to the customer, to the company, and to the bagger.

3. "To maintain a helpful, cooperative _____ toward my fellow employees" is part of the Bagger's Creed.

4. When unloading carts, the heavy items under the cart should be unloaded _____.

5. _____ _____ should be kept between unchecked items and those already checked.

6. Large bulky items (sacks of potatoes, charcoal, etc.) _____ _____ need to be bagged.

7. What do you do with the customer's eggs?

8. Demonstrate to your instructor how to bag groceries.

9. Place groceries in designated area of customer's car neatly and carefully to prevent _____ or _____.

10. Stow bag in the car so it will not _____ _____ _____.

11. List five good grooming habits for a bagger.

12. Describe how to open a bag.

ANSWERS

1. The bagger is the last person to come in contact with the customer. He/she must leave a good impression with the customer. In self-service food stores, bagging is the only direct service the customer receives. Retailers consider bagging methods so important that they often conduct wrapping clinics at their conventions. The importance of bagging cannot be overemphasized.

2. Time

3. Attitude

4. First

5. Ten inches

6. Do not

7. Hand them to the customer.

8. Demonstration by student

9. Spillage, breakage

10. Tip over

11. a. Keep your hair neat.
    b. Wear a clean shirt/blouse.
    c. Wear clean slacks/shirt/dress.
    d. Do not smoke.
    e. Do not roll up sleeves on shirt.

12. Open a bag by running your hand down the inside.

APPENDIX C: CHECKER/CASHIER PRE-TEST

1. Explain the checker's function in the supermarket.
2. List six common errors the checker makes.
3. If a customer comes to you for help concerning an item, what do you do?
4. What price would you charge on part of a unit?

   2/29 (price) One would cost _____.
   4/49 (price) Three would cost _____.

5. Whose responsibility is it to see that all merchandise is placed on top of the checkstand?
6. Greet the customer _____ _____, if you can.
7. Count the change due back _____ _____; then hand the customer the receipt.
8. Where do you place all checks in the cash drawer?
9. Draw a cash drawer showing the proper placement of money.
10. The cashier is responsible for money issued at the beginning of the day and during the day _____ the day's total sales.
11. Make sure that a check is written _____ and _____.
12. Food stamps can never be exchanged for _____.
13. Can a customer buy tobacco with food stamps?
14. Redeeming coupons without the purchase of the product constitutes _____.
15. List five till tappers.
16. In the event of robbery, do not _____ _____ an armed robber.
17. List five of the robber's physical characteristics you should observe carefully.
18. Describe the procedure to follow if you observe someone shoplifting.
19. List some of the shoplifting tricks (at least two).
20. Demonstrate to your instructor use of the cash register and how to make change.

ANSWERS

1. The checker's responsibility is to provide swift, efficient service to a customer who has wandered leisurely about the store, but now wants prompt attention.

2. a. Hitting the incorrect key
   b. Ringing wrong price
   c. Omitting items
   d. Guessing at prices
   e. Forgetting tax
   f. Incorrect figuring of multiples
   g. Wrong change

3. Assist the customer yourself or get someone else to do it. Don't just direct the customer to the item.

4. $.15, $.38

5. This is the checker's responsibility.

6. By name

7. Out loud

8. Place all checks under the cash drawer.

9. Illustration by student

10. Plus

11. Clearly, legibly

12. Cash

13. No

14. Fraud

15. a. Watch for persons gathering at registers that are not in use.
    b. Never turn your back to your register and leave the cash drawer open.
    c. Never walk away from your register and leave the cash drawer open or your register unlocked.
    d. Keep calm when rushed by people unknown to you.
    e. Never leave your register to get an item while you are checking someone's groceries. Send the courtesy clerk.
    f. Never keep more money in the cash drawer than is necessary.

16. Resist

17. a. Hair color
    b. Eye color
    c. Nose shape
    d. Ear shape
    e. Headgear
    f. Clothing
    g. Age
    h. Sex

18. Quietly notify the manager — never accuse a person; leave this task to the manager.

19. Altering of labels or markings on merchandise
    Interchanging the label or price tag from one item of merchandise with a label or price tag from another item of merchandise

20. Demonstration by student

APPENDIX D: CHECKER/CASHIER POST-TEST

1. If the customer asks for a new product, what do you say if the store does not have the new item?

2. If a customer comes to you for help concerning an item, what do you do?

3. If a customer asks for an item and the shelf is empty, how would you handle the situation?

4. Using your chart for charging on part of a unit, place the correct price you would ring for the following items priced in multiples. Also, total the ring column.

Selling price	Unit	Ring
2/33	1	_____
3/33	2	_____
4/99	3	_____
5/89	4	_____
	Total	_____

5. In the following situation, use as few coins and bills as possible for change. A customer gives you a $20 bill and his/her order is in the amount of $3.02. What would be the change? Give your answer in pennies, nickels, dimes, quarters, fifty-cent pieces, one-dollar bills, five-dollar bills or ten-dollar bills.

6. The checker is responsible for money issued at the beginning of the day and during the day _____ the day's total sales.

7. What should you do if you must leave the register?

At the first sign of _____ showing, refill the register tapes.

9. In the event a produce package is not priced, what should you do?

10. List three till tappers.

11. In the event that you should register incorrectly, what should you do?

12. Never put money from the customer in the register until you have made the _____.

13. Do not accept food stamps that have been _____ or _____.

14. List the five rules to follow in accepting vendor coupons or off-cents coupons.

15. In the event of robbery, do not _____ an armed robber.

16. After a robbery, notify the _____ immediately.

17. Describe the procedure if you observe someone shoplifting.

18. List three shoplifting tricks.

19. Demonstrate these procedures to your instructor.
    a. Using a register
    b. Making change
    c. Handling coupons (vendor and off-cents)
    d. Handling a robbery
    e. Handling a shoplifter
    f. Multiple pricing
    g. Recognizing food stamp denominations by the color

20. List seven errors most common to checkers.

ANSWERS

1. If you do not have the new item, get the name of the product and the manufacturer and give it to the manager to put on the request list.

2. Either assist the customer yourself or get someone else to do it. Don't just direct the customer to the item.

3. Encourage the customer to continue shopping while you have the item checked by someone. Report the request to the proper person. If he/she can locate the item, he/she is to price it and take it to the customer. If the item is not in the backroom and is on order, tell the customer this and ask him/her to check back at an approximate date. Apologize for the inconvenience. In this way, even though the store has lost a sale, it can keep the customer.

4. $.17 + $.22 + $.75 + $.72 = $1.86.

5. Three pennies, two dimes, one quarter, one fifty-cent piece, one one-dollar bill, one five-dollar bill and one ten-dollar bill; total change is $16.98.

6. Plus

7. Lock it to prevent any unauthorized person from opening your register while you are gone.

8. Color

9. Be very polite in bringing this to the customer's attention and preferably have an employee return the package to the scale for pricing. Never become irritated due to the error.

10. a. Watch for persons gathering at registers that are not in use.
    b. Never turn your back to your register and leave the cash drawer open.
    c. Never walk away from your register and leave the cash drawer open or your register unlocked.
    d. Keep calm when rushed by people unknown to you.
    e. Never leave your register to go get an item while you are checking someone's groceries. Send the courtesy clerk.

11. Explain your error to the customer and make the necessary adjustment on a credit report.

12. Change

13. Endorsed, cancelled

14. a. The date on the coupon is current.
    b. The product is specified on the coupon.
    c. Coupon is presented with order.
    d. The coupon is a product coupon, not a mail-in coupon.
    e. Write in the value amount of the coupon if it is for a free item.

15. Resist

16. Police

17. a. Do not call the police.
    b. Do not say anything to the suspect.
    c. Do not retain suspect or their property.
    d. Do not voice your suspicion to any outsider.
    e. Notify manager, assistant manager, or head cashier only.

18. a. Altering of labels or markings on merchandise
    b. Interchanging the label or price tag from one item of merchandise with a label or price tag from another item of merchandise
    c. Transferring any merchandise from a container in which it may be displayed to any other container

19. Demonstration

20. a. Hitting incorrect key
    b. Ringing wrong price
    c. Omitting items
    d. Guessing at prices
    e. Forgetting tax
    f. Incorrect figuring of multiples
    g. Wrong change

APPENDIX E: STOCKPERSON PRE-TEST

1. What three pieces of equipment are used to price items?

2. The basic purpose of a display is to direct traffic, give impression of wide variety, and _____ _____.

3. Use a _____ _____ for cutting open the cartons.

4. FIFO relates to rotating stock on the shelf and stands for _____ _____ _____ _____.

5. Place merchandise on the shelf so that the _____ is facing the customer.

   a. Price
   b. Label or face
   c. Ingredients list
   d. Number of servings

6. It is not necessary to remove the old price before putting on a new one. (True or false)

7. Marking cans in long rows while still in the case is a waste of time and effort. (True or false)

8. Which of the following is not a type of shelf display?

   a. Post
   b. Pyramid
   c. Seasonal
   d. Dump

9. The best place for a display is where?

   a. Front of the store
   b. Rear of store
   c. Center of the aisle
   d. By the check-out aisle

10. The average display stays up how long?

    a. One week
    b. Two weeks
    c. One month
    d. Six months

ANSWERS

1. a. Price stamp
   b. Price stick
   c. Grease pencil
2. Sell merchandise
3. Case cutter
4. First in first out
5. b
6. False
7. False
8. a
9. b
10. b

APPENDIX F: STOCKPERSON POST-TEST

1. The basic purpose of a display is to direct traffic, give impression of wide variety, and _____ _____.

2. The reason special displays are important is that it reminds shoppers of items that may have been forgotten or overlooked. (True or false)

3. Advertising and price reduction have no effect on the success of a display. (True or false)

4. The average displays stays up how long?

   a. One week
   b. Two weeks
   c. One month
   d. Six months

5. Which of the following is not a type of shelf display?

   a. Post
   b. Pyramid
   c. Seasonal
   d. Dump

6. Marking cans in long rows while still in the case is a waste of time and effort. (True or false)

7. What three pieces of equipment are used to price items?

8. Place merchandise on the shelf so that the _____ is facing the customer.

   a. Price
   b. Label or face
   c. Ingredient list
   d. Number of servings

9. FIFO relates to rotating stock on the shelf. This means _____ _____ _____ _____.

10. Where is the best place for a display?

    a. Front of the store
    b. Rear of store
    c. Center of aisle
    d. By the check-out aisle

ANSWERS

1. Sell merchandise
2. True
3. False
4. b
5. a
6. False
7. a. Price stamp
   b. Price stick
   c. Grease pencil
8. b
9. First in first out
10. b

APPENDIX G: MEAT TRAINEE PRE-TEST

1. The seven meats found in the meat section are beef, pork, chicken,

   a. Turkey, fish, bacon, and hamburger.
   b. Fish, lamb, sausage, and turkey.
   c. Veal, turkey, fish, and lamb.
   d. Veal, fish, lamb, and sausage.

2. When the customer makes a selection from the meat counter, you should weigh, wrap and _____ the package.

3. When weighing the meat selection, place the meat on the scales and _____ _____ the amount of purchase.

4. How old must a meat trainee be to work in the meat section?

   a. 16
   b. 17
   c. 18
   d. 21
   e. Age doesn't matter.

5. Persons with long hair should wear a net or _____.

6. You should keep this in your possession at all times.

   a. Social security card
   b. Driver's license
   c. Store identification card
   d. Health card

7. When working behind the meat counter it is necessary that you wear:

   a. Hat.
   b. Apron.
   c. Name tag.
   d. All of the above.

8. If a customer ask for a cut of meat not in the counter, what should you tell them?

   a. We don't carry that item.
   b. We are out of that item.
   c. This is all we have available.
   d. I'll check with my manager.

9. Wrap packages securely with no:

   a. Leakage.
   b. Air.
   c. Absorbent material.
   d. Fat showing.

10. Ground beef and sausage should be handled with:

    a. Dipper.
    b. Ladle.
    c. Hands.
    d. Knife.

ANSWERS

1. c
2. Mark
3. Call Out
4. c
5. Hat
6. d
7. d
8. d
9. a
10. b

APPENDIX H: MEAT TRAINEE POST-TEST

1. Do not use _____ you are not authorized to use.

2. How old must a meat trainee be to work in the meat section?

   a. 16
   b. 27
   c. 18
   d. 21
   e. Age doesn't matter.

3. Persons with long hair should wear a net or _____.

4. Ground beef and sausage should be handled with:

   a. Dipper.
   b. Ladle.
   c. Hands.
   d. Knife.

5. When working behind the meat counter it is necessary that you wear:

   a. Hat.
   b. Apron.
   c. Name tag.
   d. All of the above.

6. When the customer makes a selection from the meat counter, you should weigh, wrap and _____ the package.

7. Wrap packages securely with no:

   a. Leakage.
   b. Air.
   c. Absorbent material.
   d. Fat showing.

8. The seven meats found in the meat section are beef, pork, chicken,

   a. Tuckey, fish, bacon, and hamburger.
   b. Fish, lamb, sausage, and turkey.
   c. Veal, turkey, fish, and lamb.
   d. Veal, fish, lamb, and sausage.

9. You should keep this in your possession at all times.

   a. Social security card
   b. Driver's license
   c. Store identification card
   d. Health card

10. If a customer asks for a cut of meat not in the counter what should you tell him/her?

    a. We don't carry that item.
    b. We are out of that item.
    c. This is all we have available.
    d. I'll check with my manager.

ANSWERS

1. Equipment
2. c
3. Hat
4. b
5. d
6. Mark
7. a
8. c
9. d
10. d

APPENDIX I: UNIT PRICING

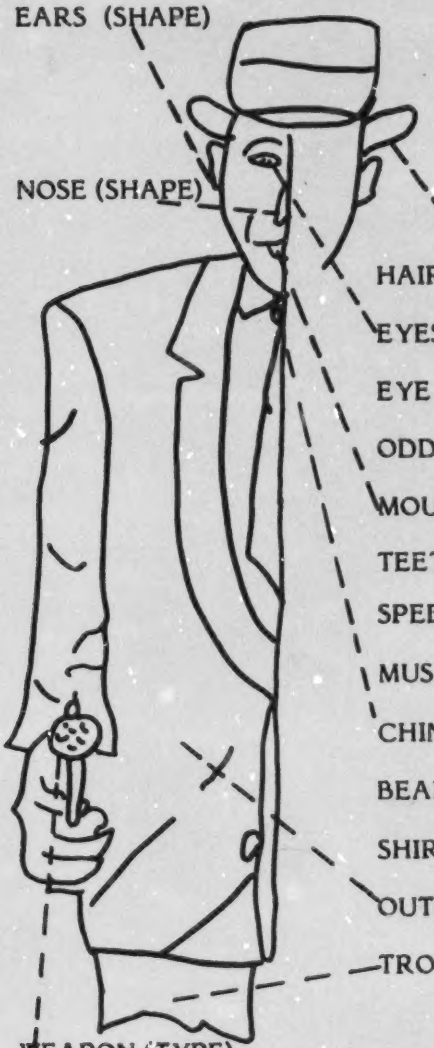
The following chart will help you in charging for a part of a unit.

PRICE	ONE	TWO	THREE	FOUR	FIVE
2/29	15				
2/33	17				
2/35	18				
2/37	19				
2/39	20				
2/41	21				
2/43	22				
2/45	23				
2/47	24				
2/49	25				
2/53	27				
2/55	28				
2/57	29				
2/59	30				
2/63	32				
2/65	33				
2/67	34				
2/69	35				
2/73	37				
2/75	38				
2/79	40				
2/89	45				
3/29	10	20			
3/33	11	22			
3/35	12	24			
3/53	18	36			
3/57	19	38			
3/59	20	40			
3/69	23	46			
3/79	27	53			
3/85	29	57			
3/89	30	60			
3/95	32	64			
3/100	34	67			
4/49	13	25	38		
4/89	23	45	67		
4/99	25	50	75		
4/100	25	50	75		
5/89	18	36	54	72	
5/100	20	40	60	80	

PRICE	ONE	TWO	THREE	FOUR	FIVE
6/79	14	27	40	53	66
6/83	14	28	42	56	70
6/85	15	29	43	57	71
6/89	15	30	45	60	75
6/95	16	32	48	64	80
6/100	17	34	50	67	84
6/109	19	37	55	74	91

APPENDIX J: WITNESS FORM

Fill out immediately. Do not discuss with anyone until the police arrive.



EARS (SHAPE)

NOSE (SHAPE)

RACE _____ AGE _____

HEIGHT _____

WEIGHT _____ BUILD _____

HEADGEAR _____

HAIR COLOR _____ TYPE _____

EYES (COLOR) _____ GLASSES _____

EYE DEFECTS _____ COMPLEXION (SCARS)

ODDITIES _____ _____

MOUTH/LIPS _____

TEETH _____

SPEECH _____

MUSTACHE _____

CHIN (SHAPE) _____

BEARD _____ TIE COLOR _____

SHIRT (TYPE-COLOR) _____

OUTER GARMENT _____

TROUSERS-SHOES _____

WEAPON (TYPE) _____ COLOR AND CALIBRE _____

DESCRIBE WHAT HAPPENED _____

_____

_____

_____

_____

_____

DATE _____ TIME _____ SIGNATURE _____

APPENDIX K: TRAINING PLAN

NAME _____ JOB TITLE Cashier/Checker

FIRM _____ TRAINING SPONSOR _____

CAREER OBJECTIVE _____

EXPERIENCE AND TRAINING NEEDED	JOB	CLASS	DATES OF INSTRUCTION AND COMMENTS
Orientation to marketing and free enterprise			
Job search techniques			
Personal selling skills			
Communication skills			
Employer/employee relations			
Personal grooming habits			
Customer relations			
Product and service technology			
Display techniques			
Practical display experience			
Basic marketing math skills			
Advertising principles			
Human relations skills			
Job maintenance skills			
Store organization and operation			
Budgeting and financial records			
Personnel selection principles			
Specific Skills			
Cash register operation			
Scanning techniques			
Use of scales			
Operating check-out station			
Beginning day operation			
Arranging merchandise			
Correcting wrong registration			
Handling money			
Check cashing policies			
Handling coupons			
Handling refunds			
Trading stamps			
Food stamps			
Packing customer orders			
Ending-day operations			
Preparing daily records			
Computing tax			
Split-group and multi-item prices			

APPENDIX L: TRAINING PLAN

NAME _____ JOB TITLE Bagger (Terminal Service)

FIRM _____ TRAINING SPONSOR _____

CAREER OBJECTIVE _____

EXPERIENCE AND TRAINING NEEDED	JOB	CLASS	DATES OF INSTRUCTION AND COMMENTS
Orientation to marketing and free enterprise			
Job search techniques			
Personal selling skills			
Communication skills			
Employer/employee relations			
Personal grooming habits			
Customer relations			
Product and service technology			
Display techniques			
Practical display experience			
Basic marketing math skills			
Advertising principles			
Human relations skills			
Job maintenance skills			
Store organization and operation			
Budgeting and financial records			
Personnel selection principles			
Specific Skills			
Bagging fundamentals			
Carrying out packages			
Placing packages in cars			
Customer exchanges			
Maintaining supplies of bags			
Maintaining work area			

APPENDIX M: TRAINING PLAN

NAME _____ JOB TITLE Meat Trainee

FIRM _____ TRAINING SPONSOR _____

CAREER OBJECTIVE _____

EXPERIENCE AND TRAINING NEEDED	JOB	CLASS	DATES OF INSTRUCTION AND COMMENTS
Orientation to marketing and free enterprise			
Job search techniques			
Personal selling skills			
Communication skills			
Employer/employee relations			
Personal grooming habits			
Customer relations			
Product and service technology			
Display techniques			
Practical display experience			
Basic marketing math skills			
Advertising principles			
Human relations skills			
Job maintenance skills			
Store organization and operation			
Budgeting and financial records			
Personnel selection principles			
Specific Skills			
Weights and measures			
Using scales			
Packaging meat products			
Pricing			
Meat cutting principles			
Sanitation			
Inventory			

APPENDIX N: TRAINING PLAN

NAME _____ JOB TITLE Stockperson

FIRM _____ TRAINING SPONSOR _____

CAREER OBJECTIVE _____

EXPERIENCE AND TRAINING NEEDED	JOB	CLASS	DATES OF INSTRUCTION AND COMMENTS
Orientation to marketing and free enterprise			
Job search techniques			
Personal selling skills			
Communication skills			
Employer/employee relations			
Personal grooming habits			
Customer relations			
Product and service technology			
Display techniques			
Practical display experience			
Basic marketing math skills			
Advertising principles			
Human relations skills			
Job maintenance skills			
Store organization and operation			
Budgeting and financial records			
Personnel selection principles			
Specific skills			
Weights and measures			
Pricing			
Stocking shelves			
Inventory			
Ordering			
Use of electronic ordering equipment			

RESOURCES

Brochures, workbooks, manuals, books, periodicals and films are available from the following sources.

American Can Company
100 Park Avenue
New York, New York
Canned Food Handbook

Chain Store Age
2 Park Avenue
New York, New York

Chain Stores in America
M. Lebhar
Chain Store Publishing
New York, New York

Cincinnati Retail Merchants Association
26 East 6th Street
Cincinnati, Ohio
"Your Career in Retailing" (16mm black and white — 28 minutes)

Colonial Stores
Atlanta, Georgia
Film on supermarkets

Consumer Bag and Packaging Company
Richmond, Virginia
Division of Albermarle Paper Company
Consumer Bagging

Delmar Publishers, Inc.
Mountainview Avenue
Albany, New York
Introduction to Supermarket Occupations ($4.02)

General Foods Kitchen
250 North Street
White Plains, New York 10602
What Housewives Want to Know About Packaging

Harris-Teeter Super Markets, Inc.
4017 Chesapeake Drive
P. O. Box 2177
Charlotte, North Carolina 28201
Food Retailing (Distributive Education Kit)

Industrial Relations Department
The Great Atlantic and Pacific Tea Company
420 Lexington Avenue
New York, New York 10017
(A free kit of dummy merchandise -- use school stationery)

National Cash Register Company
Merchants Service
Dayton, Ohio
- **Proper Bagging in a Grocery Store**
- **Proper Pricing -- Marking in Food Store**
- **Handling Money**
- **P. A. C.**
- **Cashing Checks**
- **How to Weigh Produce**
- **Tips on Making Change**
- **Food Merchandising in America**

National Food Brokers Association
Food Retail Merchandising Manual

Proctor and Gamble Company
Cincinnati, Ohio
"What's In It For Me" (30 minutes -- very good film)

Progressive Grocer
161 Avenue of the Americas
New York, New York 10013

Quaker Oats Company
Chicago, Illinois
Self-Study Programs in Retail Food Store Operations
- **The Meat Department**
- **The Produce Department**
- **The Dairy Department**
- **The Frozen Food Department**
- **The Front End Department**
- **Other Departments in the Supermarket**

South-Western Publishers
5101 Madison Road
Cincinnati, Ohio 45227

Sperry and Hutchinson
Consumer Information Service
4242 W. 42nd Street
Chicago, Illinois
To Market, To Market -- How To Be A Better Shopper (Free in quantities)

State University of New York
Bureau of Secondary Curriculum Department
Albany, New York
Supermarket Merchandise and Management (Experimental)

Super Market Institute
200 East Ontario Street
Chicago, Illinois 60611
Reports, films and training materials

Super Market Merchandising
Super Market Publishing Company
205 East 42nd Street
New York, New York

Union Bag Paper Corporation
235 Highway
New York, New York 10007
Bagging Is No Circus

University of Massachusetts
Amherst, Massachusetts
Checkout Operations and Training Manual for Retail Food Stores

U. S. Department of Health, Education and Welfare
Training for Students in the Food Industry
D. E. 8204
D. E. Service #30
Vocational Bulletin #290

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Schiffries, M. "As Supermarkets Get Even More Super." **U. S. News and World Reports,** 94 (June 13, 1983), 65-6.

Sirota, H. "Chain Store That Dared." **Organic Gardener and Farmer,** 17 (August, 1970), 66-7.

"Smell It, Then Sell It: Supermarket Dating of Products." **New Republic,** 162 (April 25, 1970), 8-9.

"Trading Stamps vs. Discounts: the Housewife's Choice." **U. S. News and World Reports,** 69 (November 23, 1970), 61-2.

"Truth in Advertising: Supermarket Specials." **Consumer Reports,** 36 (August, 1971), 465-6.

"Using Credit Cards to Buy the Groceries." **Business Week,** November 9, 1974, 50.

"War in the Aisles." **Newsweek,** 80 (October 9, 1972), 82+.

"War in the Supermarkets." **Time,** 100 (August 14, 1972), 59-60.

Organizations

Food Marketing Institute
1750 K Street, N. W.
Washington, DC 20006
(202) 452-8444

Can send copies of FMI's **Careers In The Supermarket** (1983), a 22-page booklet describing "The Background of the Food Industry," "Employment Trends," "Jobs Available in a Supermarket," "Training and Education," "A Listing of Schools and Degrees Available," and several success stories.

Will also send photocopy of "Schools for Grocers." (Donegan, Priscilla. "Schools for Grocers," **Progressive Grocer**, August, 1981, 141-5.)

Winn-Dixie Greenville, Inc.
Wade Hampton Blvd.
P. O. Box 1088
Greenville, SC 29602
(803) 244-2310

Will send **Job Description Information** for all entry-level positions at Winn-Dixie Stores.

Will also send **Proper Packing Brochure** for baggers; copies of **Winn-Dixie History, Career Opportunities,** and **Annual Reports.**

NOTE: All other material is confidential.

NOTE: Group presentation of Winn-Dixie Training Manuals and Training Films could be arranged through the Greenville office for presentation to a group of M & DE teacher/coordinators.

U. S. Department of Labor
Manpower Administration
Washington, DC 20210

Manpower Research Monograph # 30. **Job Satisfaction: Is There a Trend?** 1974. (This is a helpful publication.)

U. S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20212

Occupational Outlook Quarterly gives helpful up-to-date labor trends.

Economic Projections to 1990 gives government's educated guesses for the future labor market, including entry-level jobs.

American Vocational Association
AVA Resources 1983
2020 N. 14th Street
Arlington, VA 22201

General listing for publications and other resources for general M&DE occupations. Of interest is **Safety Units** (A-52) for stocking safety.

Publishers

Gregg/McGraw-Hill
1221 Avenue of the Americas
New York, NY 20020

The Cashier, 2nd ed., is a 6-8 week program which can be ordered with sound filmstrips (6). Order through:
P. O. Box 996
Norcross, GA 30091
(404) 449-1836

ATTN: Sales Secretary
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2883

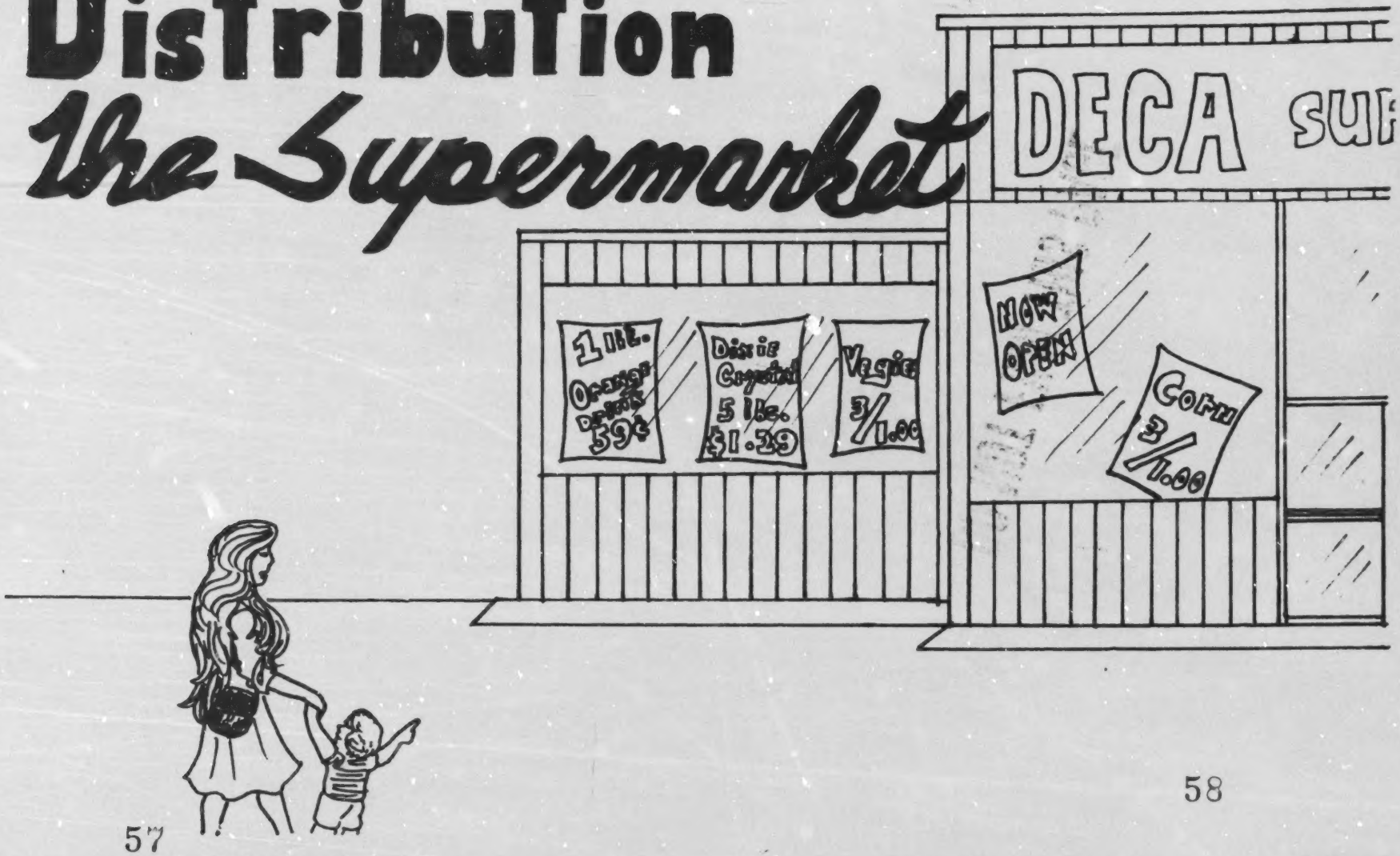
A lot of material for M & D E is available through this source.

Center for Occupational Curriculum Development
University of Texas at Austin
P. O. Box 7218
Austin, TX 78712
(512) 471-7716

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227
(513) 271-8811

Food Distribution

The Supermarket



THE GREAT AMERICAN FAVORITE PASTIME

FOOD CONSUMPTION

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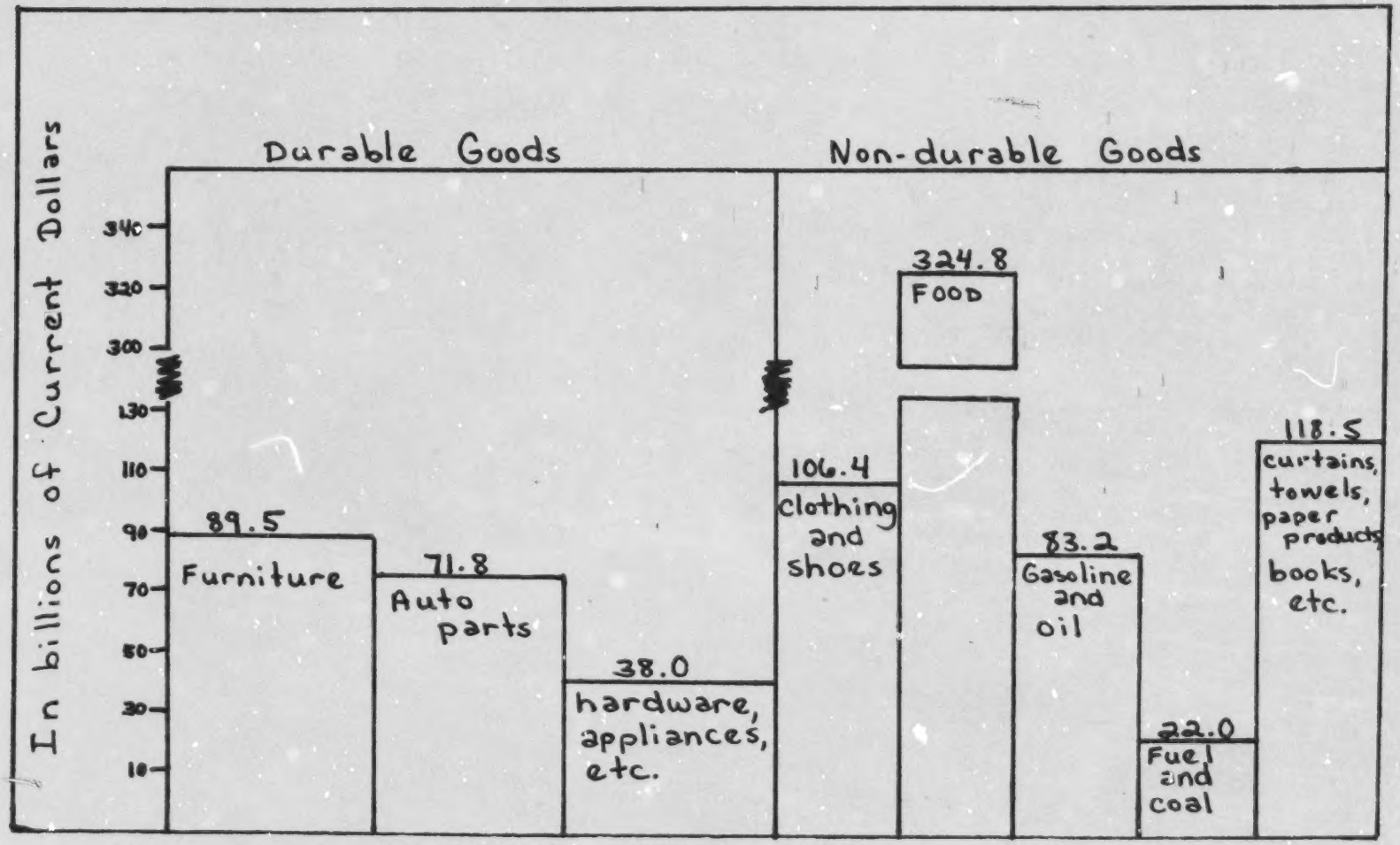

In comparison to durable and non-durable goods, food consumption is the largest personal consumption: 324.8 BILLION DOLLARS!

SOURCE: Statistical Abstact of the U.S. (100 ed. Washington: U.S. Government Printing Office, 1979) p. 427

TYPES OF DISTRIBUTION CHANNELS

MANUFACTURE OF CONSUMER GOODS

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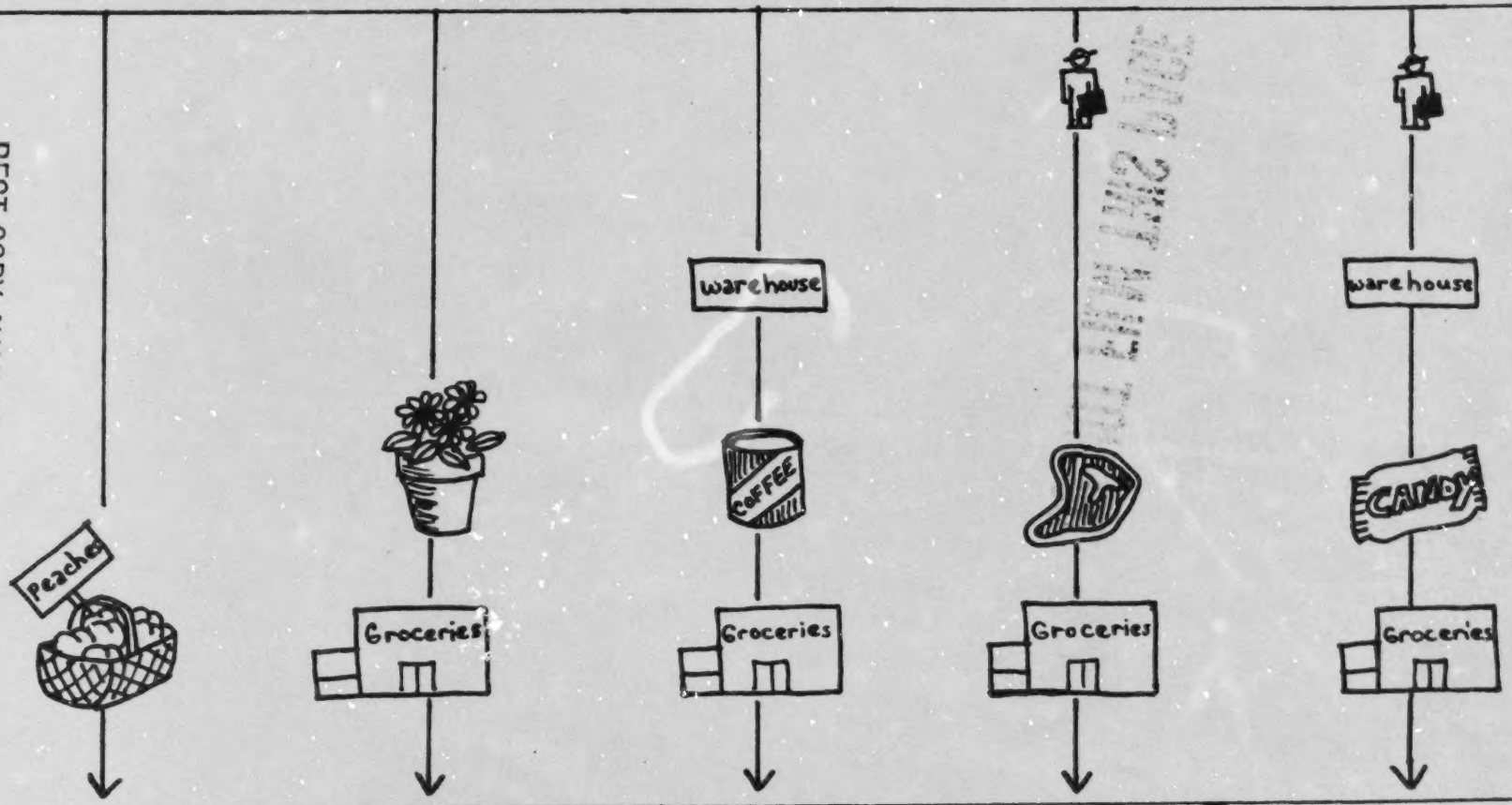
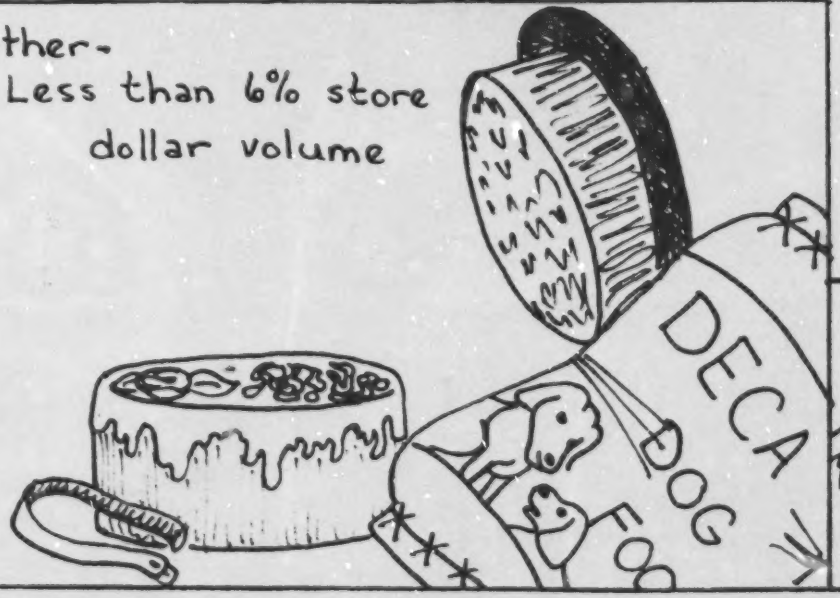


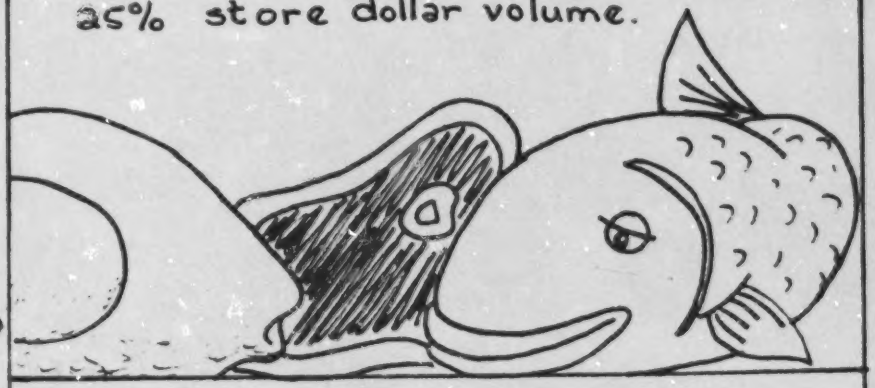
MAJOR DEPARTMENTS OF THE SUPERMARKET

Groceries-
1/3 to 1/2 space, over 50% store dollar volume.

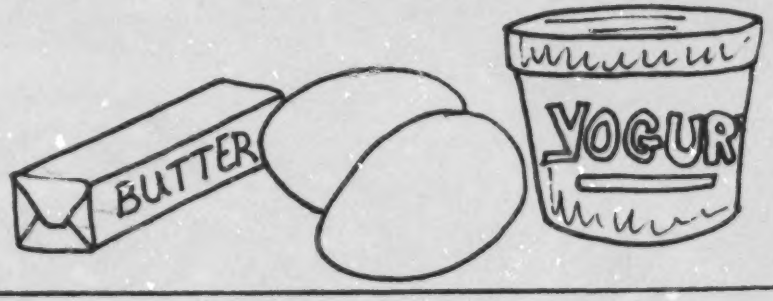
Other-
Less than 6% store dollar volume



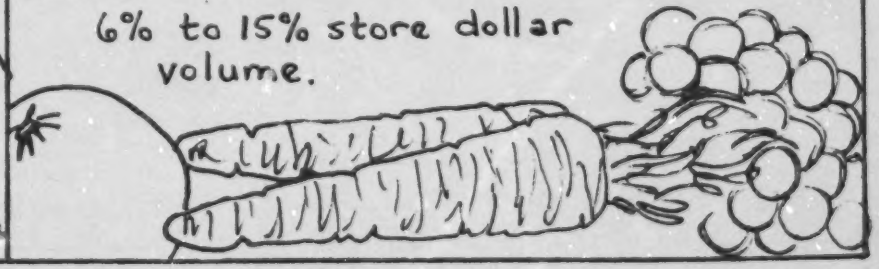
Meat-
25% store dollar volume.



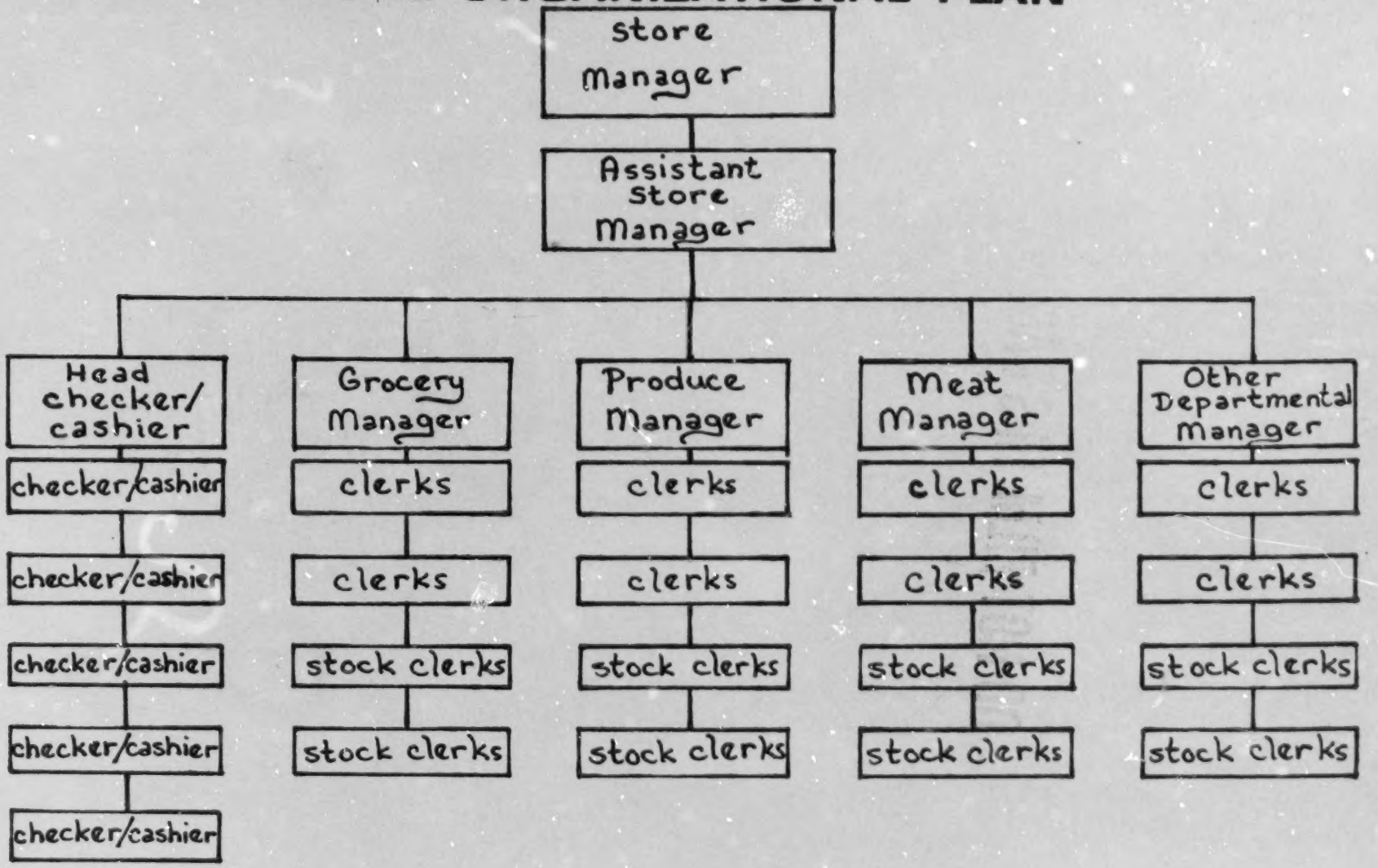
Dairy-
1% store dollar volume.

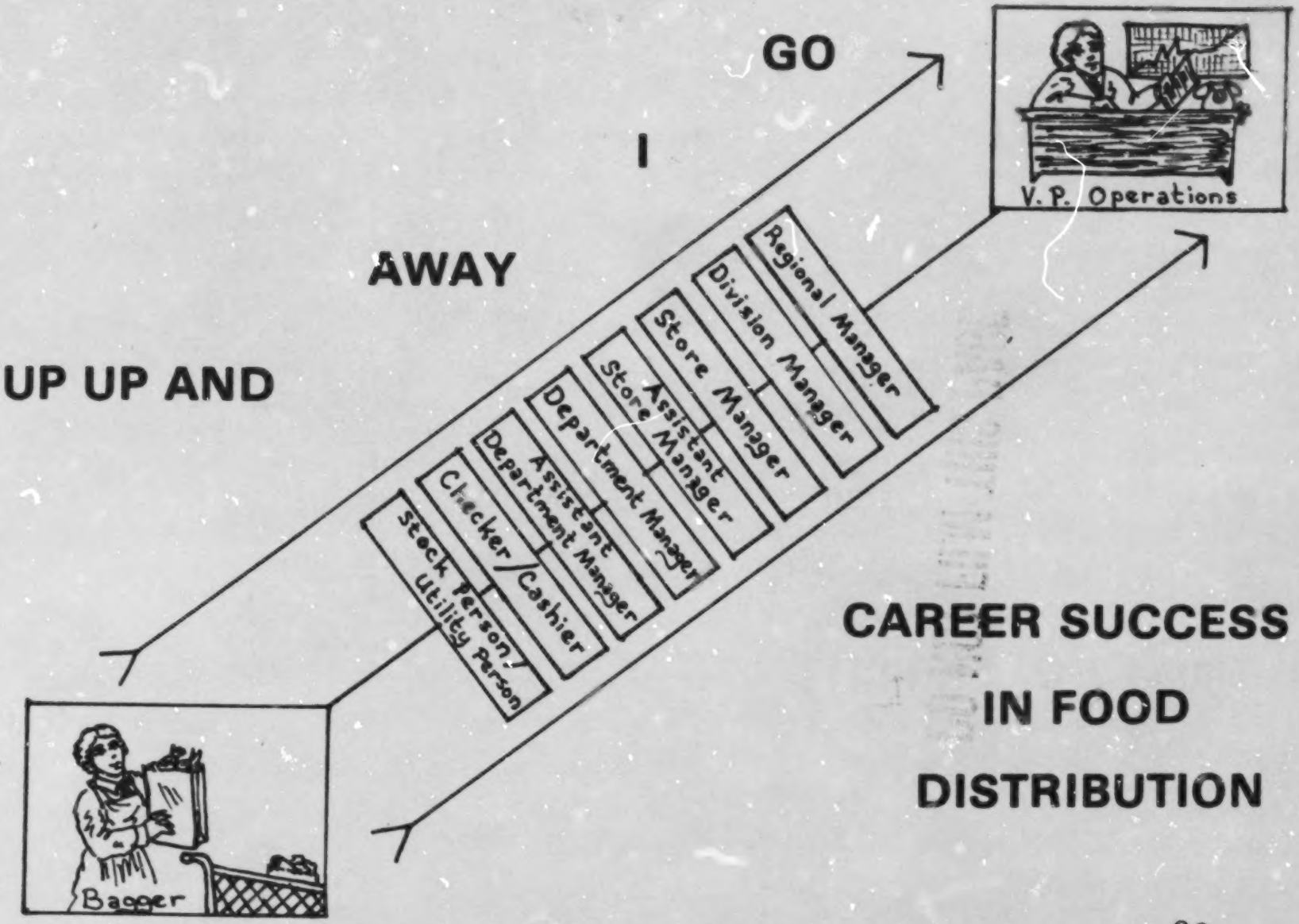


Produce-
6% to 15% store dollar volume.



STORE ORGANIZATIONAL PLAN




GO
I
AWAY
UP UP AND
V. P. Operations
Regional Manager
Division Manager
Store Manager
Assistant Store Manager
Department Manager
Assistant Department Manager
Checker/Cashier
Stock Person/ Utility Person
Bagger
CAREER SUCCESS
IN FOOD
DISTRIBUTION

ENTRY LEVEL OCCUPATIONS

JOB	WEEKLY WAGE
BAGGER	$92 to 211
CASHIER	$124 to 148
GROCERY CLERK	$148 to 309
*MEAT CUTTER	$198 to 342
STOCK CLERK	$143 to 194
RETAIL FOOD STORE WORKER	$180 to 266
FOOD COUNTER WORKER	$68 to 149

*REQUIRES SPECIAL TRAINING

SOURCE: OCCUPATIONAL OUTLOOK HANDBOOK, 1980-81 ED. BULLETIN 2075- WASHINGTON U.S. GOVERNMENT

BACKER

STOCK PERSON

USDA choice
DECA
DECA
DECA
DECA BACON
DECA
DECA
DECA
DECA
DECA
DECA

MEAT MEAT

CASHIER

BAGGER - - - TERMINAL SERVICE

QUALIFICATION:

NEAT
CLEAN
ORDERLY
PLEASANT
ALERT
ENTHUSIASTIC
COURTEOUS

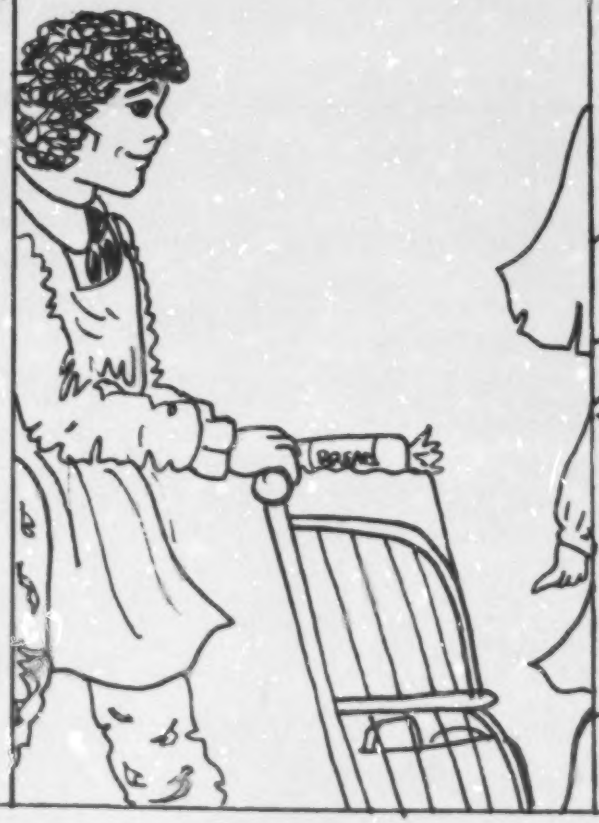
BAGGER— TERMINAL SERVICE

Bag Groceries:

1. Group multiple priced items.
2. Keep separate unchecked items.
3. Bag fragile or bulky items separately.

LAST IMPRESSION IS MOST LASTING

Carry out packages with a smile and follow customer.



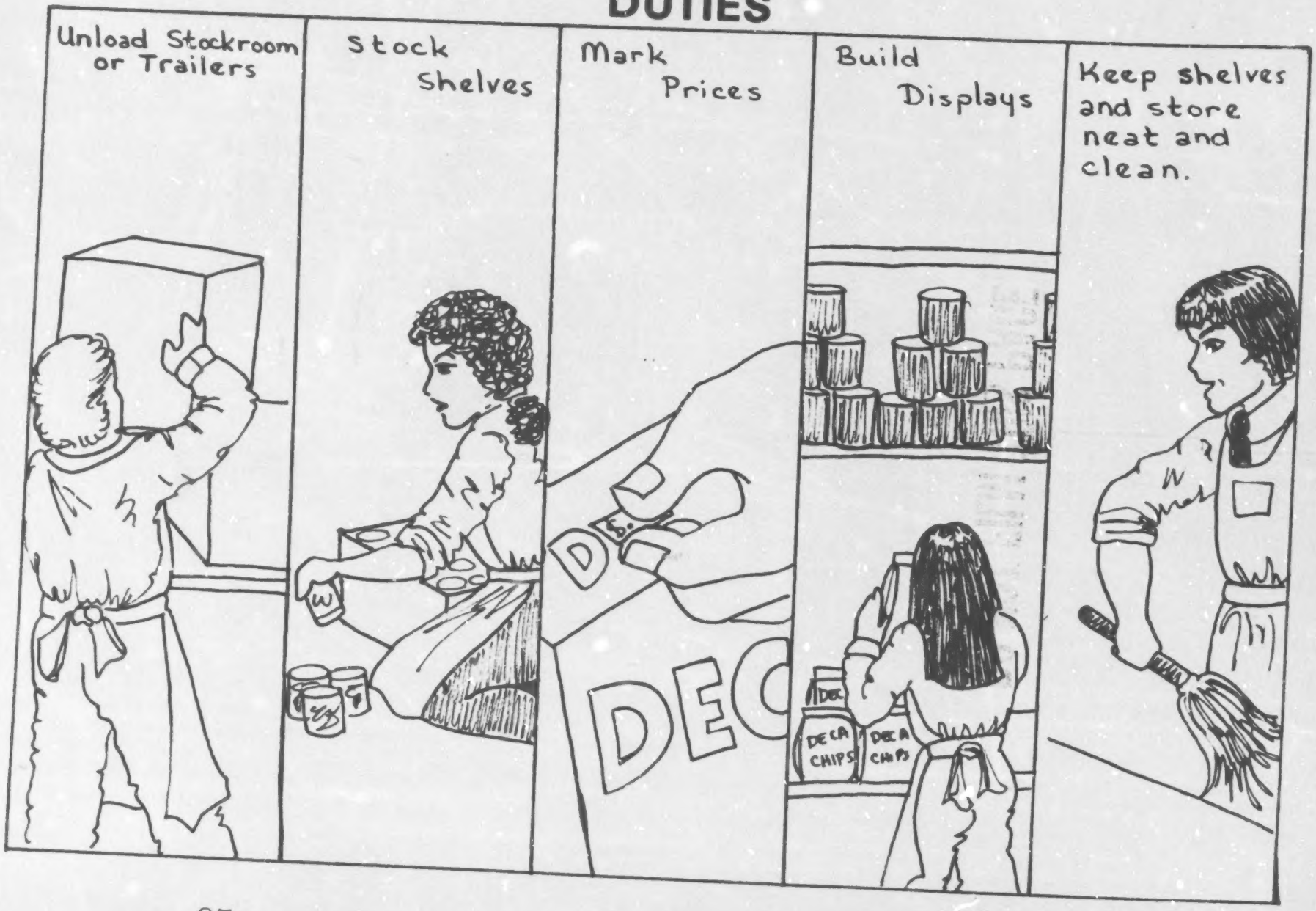
Place packages in car.

STOCK PERSON
-CUSTOMER SERVICE

QUALIFICATION:

NEAT
CLEAN
ACCURATE
CAREFUL
COURTEOUS
INFORMATIVE
PRECISE

STOCK PERSON DUTIES



MEAT TRAINEE

QUALIFICATION:

NEAT
CLEAN
COURTEOUS
MATH SKILLS
ACCURATE
INFORMATIVE

MEAT TRAINEE DUTIES

Recognize different cuts of meat

Ground

Heel of round

Pot Roast

T-bone steak

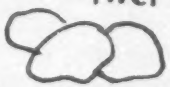
club steak

chicken legs

chicken wings

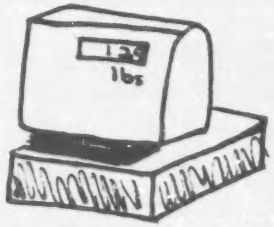
Beef liver

chicken liver

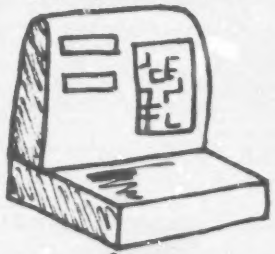

chicken thighs

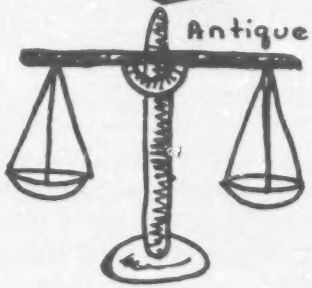
Read scales and weigh properly. (scales may differ)

manual



computerized




Antique

Wrap and price packages correctly

Keep trays filled. Keep neat and clean.

CASHIER

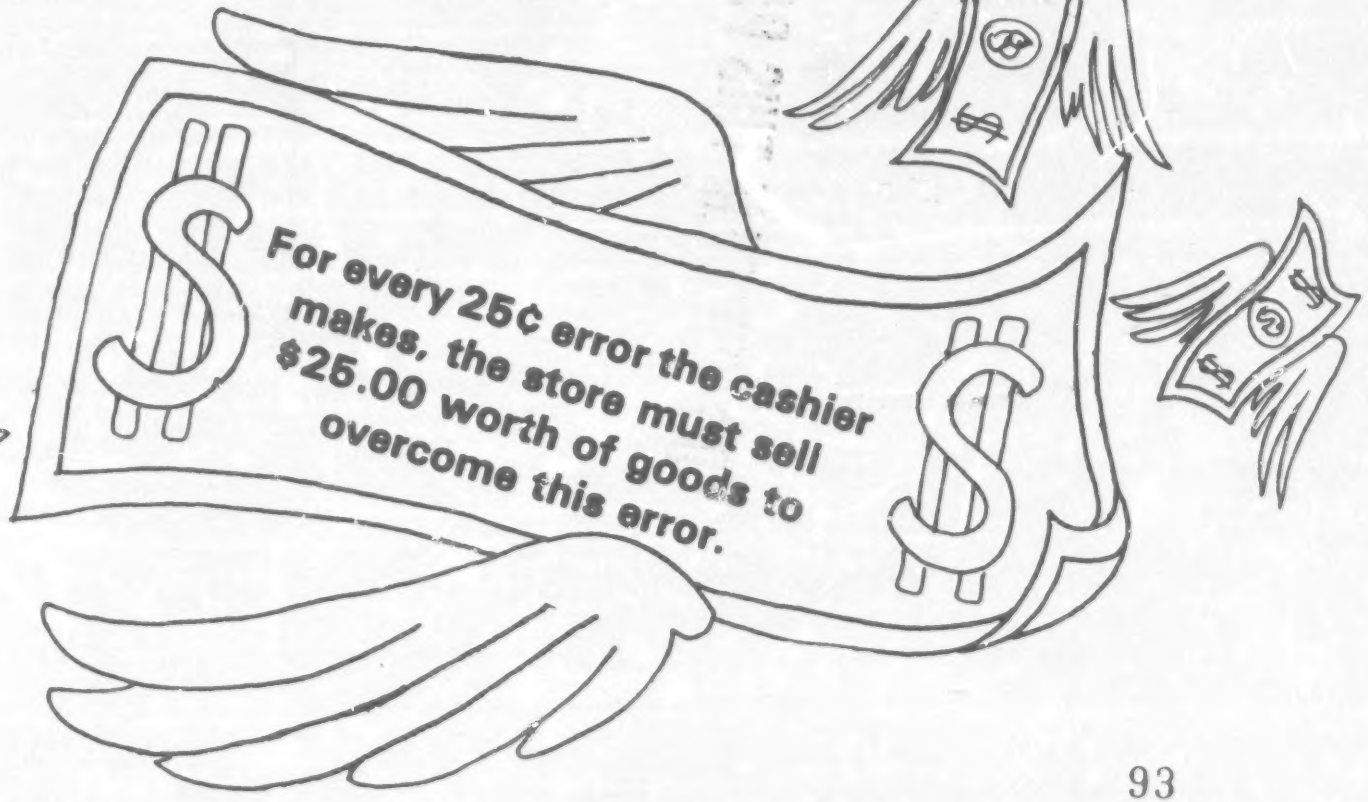
QUALIFICATION:

NEAT
CLEAN
PLEASANT
COURTEOUS
EFFICIENT
ACCURATE
MATH SKILLS

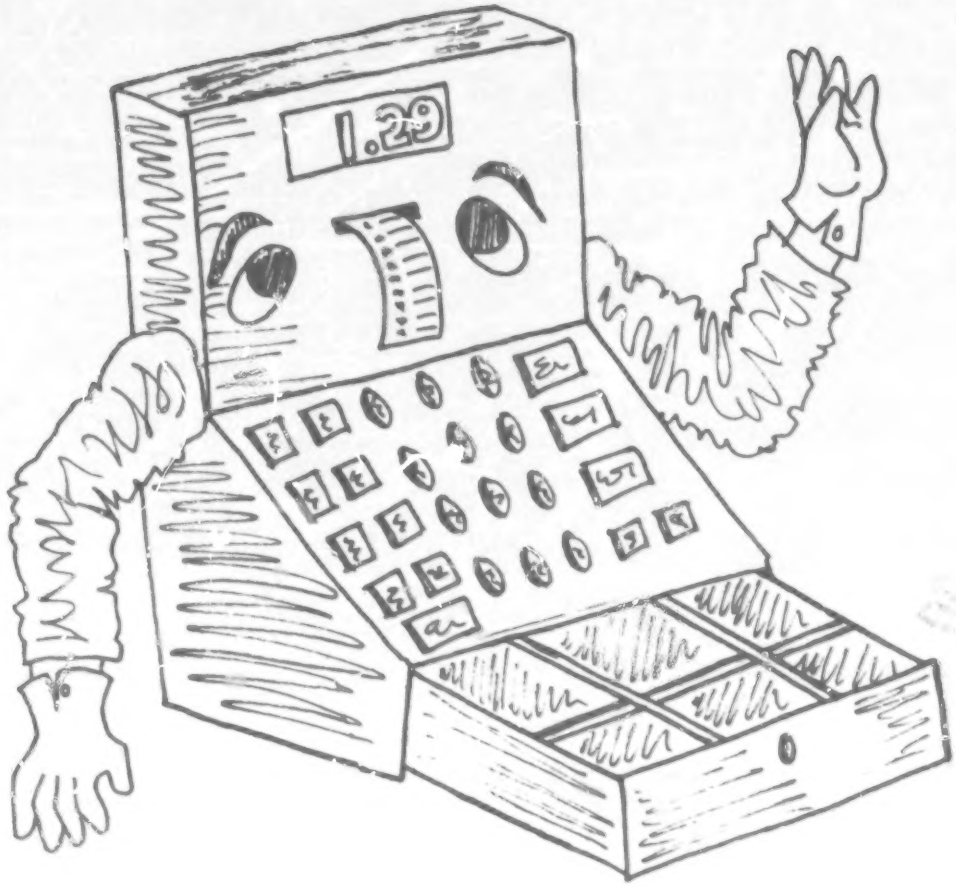
SPEED AND
ACCURACY ARE A
MUST

THE CASHIER

Cashiering is a vital area to a store's ultimate success or failure.



For every 25¢ error the cashier makes, the store must sell $25.00 worth of goods to overcome this error.



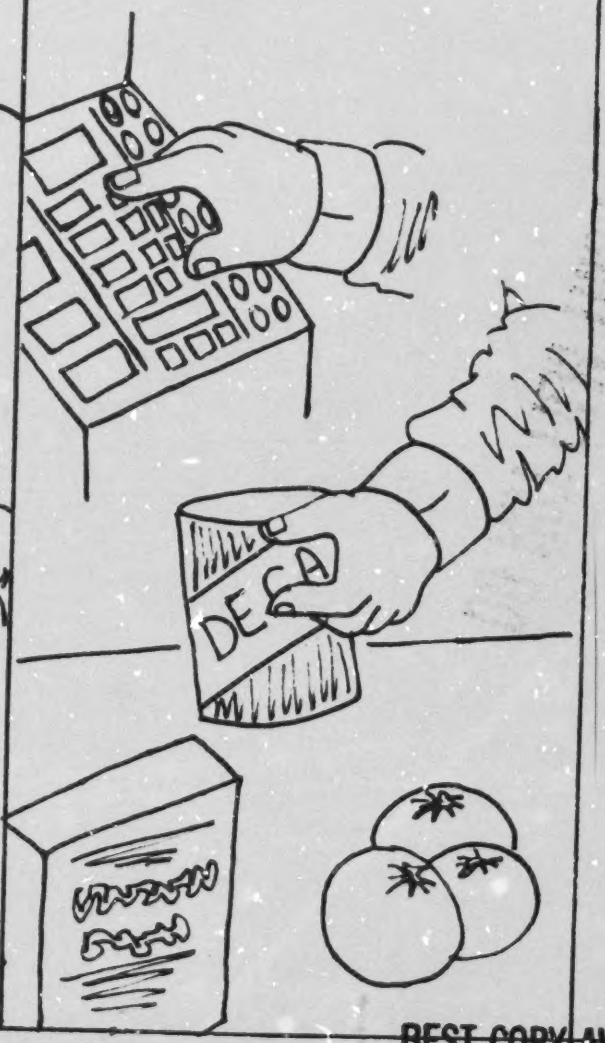
COMMON CHECK—OUT ERRORS

1. HITTING INCORRECT KEY
2. RINGING WRONG PRICE
3. OMITTING ITEMS
4. GUESSING AT PRICES
5. FORGETTING TAX
6. INCORRECT FIGURING OF MULTIPLES
7. WRONG CHANGE

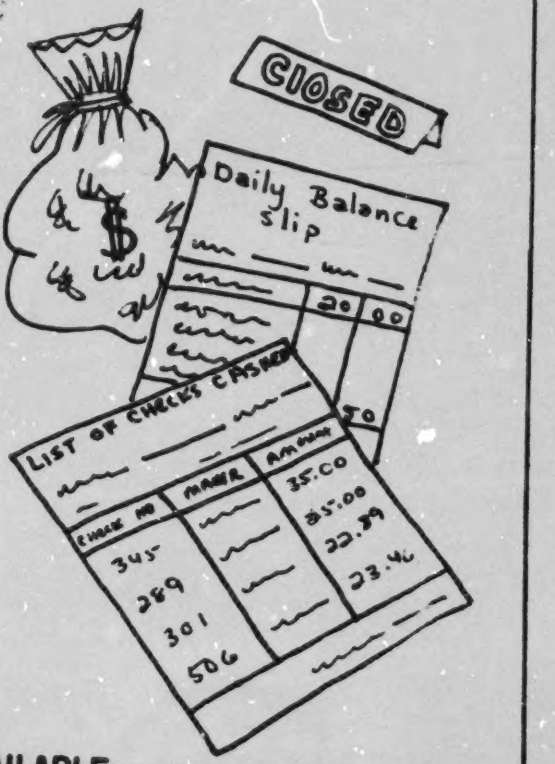
CASHIER DUTIES

Prepare the cash register and check-out station for the day.

Register customer purchases.



Close the cash register and check-out station at the end of the day.



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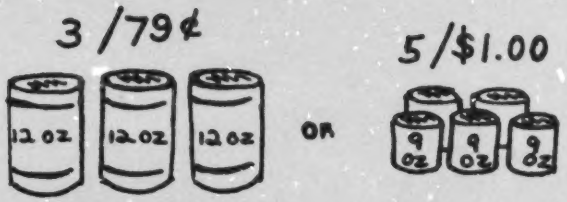
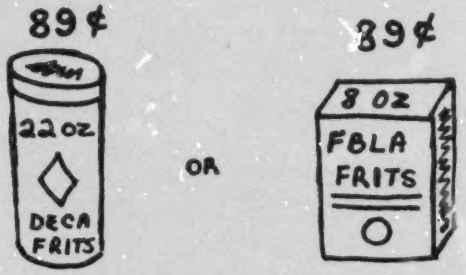
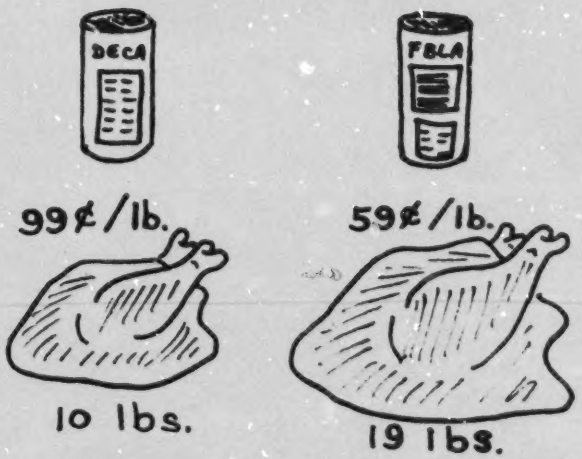
CONSUMERISM



GETTING THE MOST FOR YOUR MONEY



COMPARE WEIGHTS/ PRICES



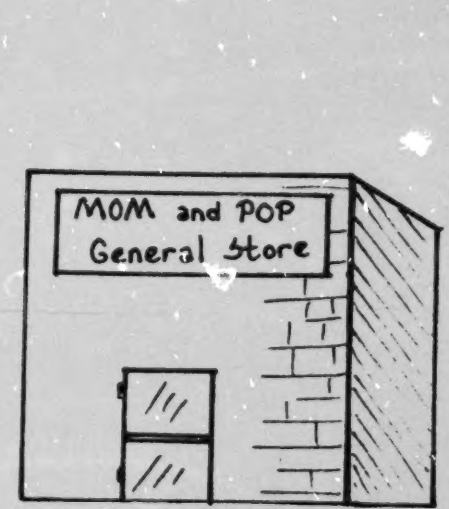
READING LABELS

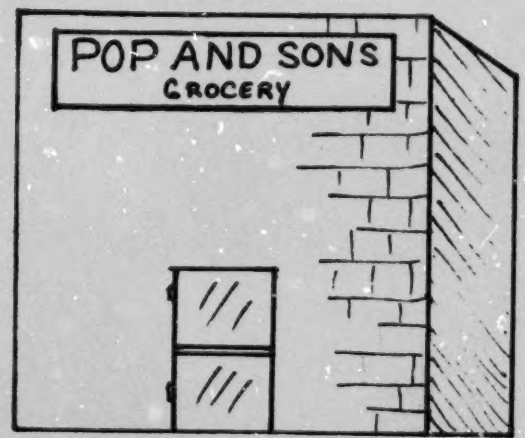
WHICH IS THE BEST BUY?

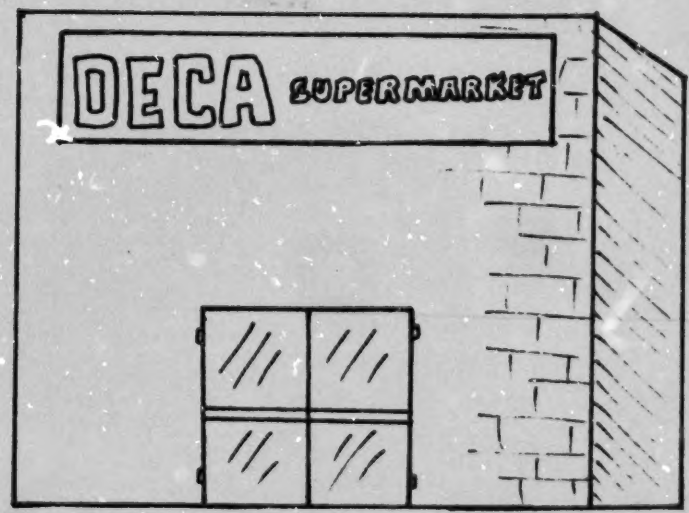
THE SUPERMARKET

can be
EXCITING
CHALLENGING
REWARDING
and a
SECURE CAREER
CHOICE FOR YOU!

ONE CAN GROW AND
EXPAND!







BACKER

THE BAGGER

INTRODUCTION

The Bagger Instructional Unit will teach you, the marketing and distributive education student, to be an alert, progressive young trainee in an entry-level job. You have chosen a career in the very rapidly growing, stable food industry.

The bagger is the last person in the supermarket that the customer comes in contact with. A pleasant disposition and good grooming habits impress the customer. Public relations is just as important as efficiency.

The large supermarket operation offers numerous challenging and varied career opportunities. As you will learn in studying the ladder of success, the bagger has many opportunities for promotion. How you do your job at each level will identify you as a good employee who will be given greater responsibility or as a bad employee who will be overlooked for promotion or, even worse, fired.

Your first job is the most important because the impression you make on your supervisors, co-workers, and customers will follow you throughout your working life.

REMEMBER: "There's no second chance at a first impression."

DIRECTIONS

1. Read the introduction and the five objectives.

2. The instructor will give you a pre-test to determine your knowledge of the bagger operation. If you make two errors or less, you may go to another unit in supermarket operation. If you make over two errors, proceed with this unit and the related activities.

3. As you complete one of the learning activities for each objective, take the self-check for that objective. Compare your answers with those given at the end of each self-check.

4. If you cannot answer all the questions correctly on the self-check, complete the alternate activity for that objective and retake the self-check. If you cannot answer all the questions correctly this time, consult your instructor for assistance with further activities.

5. After completing work on all five objectives, you will be ready to complete the post-test for this instructional unit. Obtain the post-test from your instructor. If you have answered correctly 90% of the questions, you have successfully completed this unit.

6. Consult your instructor if you have any questions.

PREREQUISITES

In order to perform the activities within this instructional unit, you must be able to:

1. Understand the introduction and the six objectives.

2. Add and subtract whole numbers and decimals with no errors.

3. Read at an eighth grade level.

OBJECTIVES

#1. After observing baggers at work, you will be able to explain why the customer service of bagging in the supermarket is one of the most important in the food store.

#2. After reading the bagger's creed, you will be able to complete the self-check with no errors.

#3. After reading and studying how to bag groceries appropriately, you will be able to complete a self-check with no errors.

#4. After reading the duties of a carryout clerk and the rules for carrying out customer's groceries, you will complete the self-check with no errors.

#5. After observing a sketch of a bagger with good habits, you will be able to detect the bad grooming and bad bagging habits of a bagger.

OBJECTIVE # 1

After observing baggers at work, you will be able to explain why the customer service of bagging in the supermarket is one of the most important in the food store.

BAGGER'S SERVICE

The customer service of bagging in a supermarket is one of the most important because the bagger is the last person to have contact with the customer. A good impression is, therefore, essential. The customer should leave the supermarket feeling that he/she was treated in a pleasant and courteous manner.

In self-service food stores, the bagging is the only direct service provided for the customer. Most departments in supermarkets are self-service because it saves labor costs.

Bagging's importance cannot be overestimated. Retailers consider bagging methods so important that they often conduct wrapping clinics at their conventions.

LEARNING ACTIVITIES

Go to your local supermarket. Discretely observe a customer. Notice how the customer serves him/herself. How many departments in the supermarket are self-serve? Was the customer having difficulty in finding items? In the produce section, did the customer bag and weigh the produce?

Complete the self-check with an appropriate answer.

ALTERNATE ACTIVITIES

Visit your local supermarket or ask anyone who shops in a supermarket, "What customer service is performed for the customer in the self-service supermarket?" Were any of the responses different from your own?"

Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE #1 SELF-CHECK

Explain why the customer service of bagging in the supermarket is one of the most important in the food store.

OBJECTIVE #1 SELF-CHECK ANSWER

The bagger is the last person to come in contact with the customer. He/she must leave a good impression with the customer. In self-service food stores, the bagging is the only direct service the customer receives. Retailers consider bagging methods so important they often conduct wrapping clinics at their conventions. The importance of correct efficient bagging cannot be overestimated.

OBJECTIVE #2

After reading and studying the Bagger's Creed, you will be able to complete a self-check on this Creed with no errors.

THE BAGGER'S CREED (Courtesy of BI-LO, Inc., Supermarket)

To be courteous at all times -- treating you, the customer, as I would want to be treated -- to make you feel that this is your store.

To take pride in my personal appearance and grooming -- so that I reflect credit on myself, my store, and you.

To do my job of bagging groceries and helping customers to their cars with speed and efficiency, knowing that time is valuable to you, to my company, and to me.

To handle your food carefully -- as carefully as if it were my own -- so that you receive full value for your food dollar.

To make proper use of supplies and equipment -- knowing that waste profits no one.

To maintain a helpful, cooperative attitude toward my fellow workers, knowing that help begets help and a smile can brighten up the day for everyone.

To abide by the rules and regulations of my store as a good citizen observes the laws of the community -- knowing that they are made for the good of all.

To be loyal to my job, my store, and my fellow workers -- knowing that dependability builds confidence and confidence builds success.

To strive to keep my word, to be on the job when expected to be, to be on time or else contact my manager so that he will know when to expect me.

To strive constantly to improve myself and to take pride in my job -- knowing that I am performing a genuine service by helping people with their groceries.

To be cheerful even when it seems most difficult -- knowing that a smile and a "thank you" honestly meant will bring a smile and a "thank you" in return, to be long remembered by both the giver and the receiver.

LEARNING ACTIVITIES

Study the Bagger's Creed. Discuss it with other students and employees. When you have studied the creed well enough, complete the self-check.

ALTERNATE ACTIVITIES

Using a tape recorder, tape the creed. Listen to your recording several times. Determine if you are ready to complete the self-check again. If you do not answer all questions correctly, consult your teacher.

OBJECTIVE #2 SELF-CHECK

1. _____ is valuable to the customer to the company, and to the bagger.

2. To do my job of bagging groceries and helping customers to their cars with _____ and _____.

3. To be _____ to my job, my store, and my fellow workers.

4. To be _____ even when it seems most difficult.

5. A smile and a "thank you" _____ meant will bring a smile and a "thank you" in return.

6. To abide by the _____ and _____ of my store as a good citizen observes the laws of the community.

7. To maintain a helpful, cooperative _____ toward my fellow employees.

OBJECTIVE #2 SELF-CHECK ANSWERS

1. Time
2. Speed and efficiency
3. Loyal
4. Cheerful
5. Honestly
6. Rules and regulations
7. Attitude

OBJECTIVE # 3

After reading and studying how to bag groceries appropriately, you will be able to complete the self-check with no errors and to demonstrate the bagging of groceries.

BAGGING METHOD

In supermarkets there are many jobs for beginners. You might start out bagging customer's purchases at the check-out counter. This is an entry-level job. In supermarket packing or bagging, customers expect bags to be strong enough so as not to break. They also expect special protection for certain kinds of products. Sometimes this job is combined with that of carryout clerk. This may seem a routine type of job, but it requires skill and knowledge.

Proper methods result in easy to carry bags and goods that are seldom damaged.

Improper methods result in torn bags, broken or damaged merchandise, and irritated customers.

Follow these simple rules when working as a bagger in a supermarket.

1. Keep check-out area clean.
2. Keep bags arranged in neat piles.
3. Return shopping carts to storage area.

UNLOADING THE CART

In unloading the grocery cart for the customer, the heavy items under the cart such as charcoal, dog food, etc. should be unloaded first.

The bagger should always group multiple-priced items for easy tabulation by the checker.

Baggers should always turn the prices of the merchandise up toward the checker.

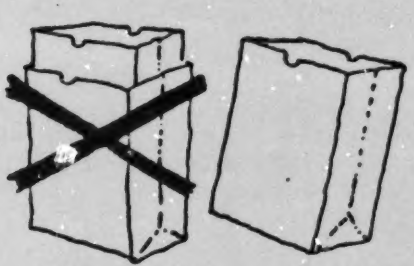
FUNDAMENTALS OF BAGGING

1. Select bag and place it upright and open on counter. Never snap bag open; always insert hand all the way to the bottom.

SELECT RIGHT SIZE BAG THEN OPEN -- DON'T SNAP.

2. Do not reach past the checker for more items to pack. You may pick items not yet checked.

3. Use the appropriate bag and never use more bags than you have to. Fill up every bag.



NEVER DOUBLE BAG!

4. Each bag can hold more weight than is placed in it. It is all a matter of proper bagging.

5. Use both hands. Give bag solid base with canned foods, large bottles, jars, and heavy items such as flour and sugar.

LAY SOLID KEEL.

6. The use of cans or substantial cartons as the base acts as a foundation for the rest of the merchandise and helps to hold the bag upright.

7. Flat items (soap powder and cereals) go to sides to square off bag and protect item in middle. This makes the bag easy to carry and strengthens it.

BUILD UP SOLID SIDES.

8. Cartons strengthen the sides and make a trim, square package.

9. Middle of bag should include items that need to be protected (jars, bottles, etc). Leakables should be placed in a separate bag and frozen foods (ice cream, vegetables, etc.) in insulated bags.

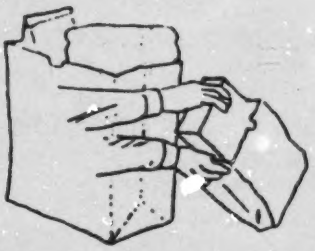
STOW BOTTLES IN CENTRAL HOLE.

10. By surrounding glass with unbreakables, you automatically protect the glass.

11. Place in top of bag the bakery goods, egg, tomatoes, and all crushables.

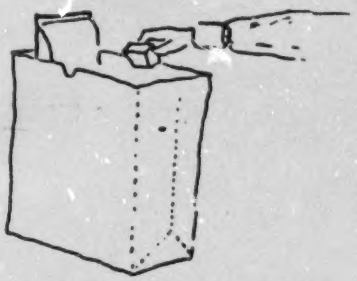
PLACE BREAKABLES AND BRUISABLES ON TOP.

12. Items such as soft fruits, potato chips, tomatoes, light bulbs, etc. go on top. Hand eggs to customer.



USE SMALL BAG FOR WET ITEMS.

13. Damp meat, produce items that could leak, and ice cream should be placed in insulated bags.

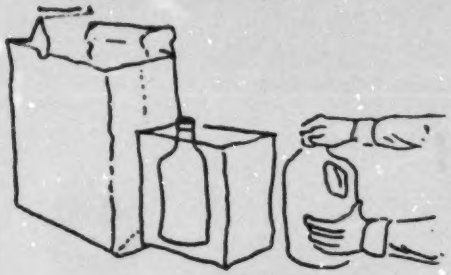


STOWAWAY LITTLE ITEMS.

14. Fill in the small area of bag with such items as razor blades, chewing gum, etc.

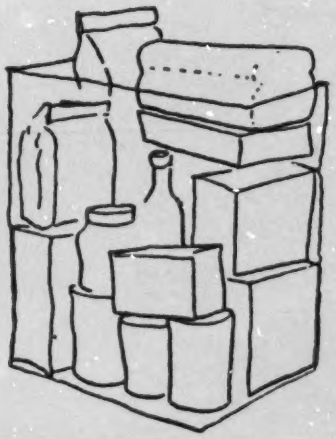
15. Large bulky items (sacks of potatoes, charcoal, brooms) do not need to be bagged.

16. Ammonia and bleach should be placed in separate bags, never packed with groceries. Tighten caps, lids, and jar tops.



SEPARATE BLEACH AND AMMONIA.

17. Distribute the weight evenly.



PACK "HEAVY-TO-LIGHT."

18. If it is a two or three bag order, distribute the load — don't put all the heavy canned goods in one bag and the light items in another.

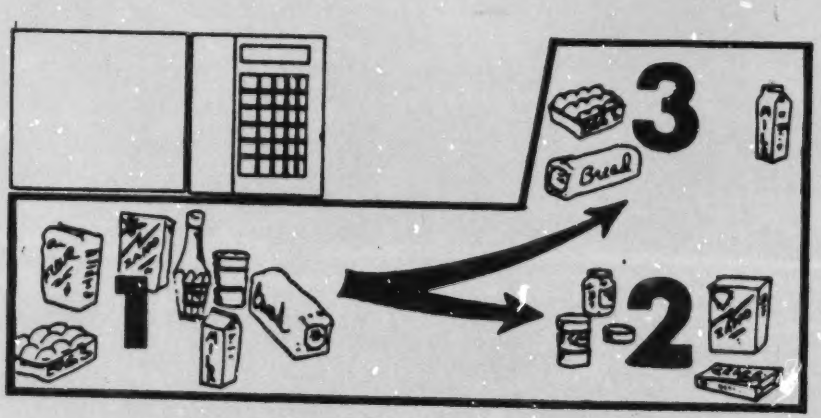
19. Protect the shopping cart.

20. Always lift bag by bottom, never at top.

21. Never place a damp or moist item touching the bag.

22. Fill bags 1/2 full with heavy merchandise or refrigerated merchandise and then finish with Area 3 merchandise as shown in the diagram at the bottom of this page.

23. Bagger should keep ten inches between unchecked items and those already checked.



LEARNING ACTIVITIES

Study the information concerning bagging customers' purchases at the checkout counter. Discuss this with other baggers and observe them at your supermarket.

Complete the self-check with no errors.

ALTERNATE ACTIVITIES

Take a paper bag and cut the bottom out. This activity is called the "bottomless bag." Place the sample merchandise in the bag. Items should stand by themselves when the bag is brought up over the order. You may repeat this activity as many times as necessary.

Determine if you are ready to complete the self-check again. If you do not answer all the questions correctly, consult your instructor.

OBJECTIVE #3 SELF-CHECK

1. When unloading grocery carts, the heavy items under the cart should be unloaded _____.

2. Baggers should always turn the prices of the merchandise _____ toward the checker.

3. Fill bags _____ _____ full with heavy merchandise or refrigerated merchandise and then finish with _____ _____ merchandise.

4. _____ _____ should be kept between unchecked items and those already checked.

5. A bagger should always _____ multiple-priced items.

6. Large bulky items (sacks of potatoes, charcoal, etc.) _____ _____ need to be bagged.

7. Proper methods of bagging result in a) _____ and b) _____.

8. Where do flat items (soap powder and cereals) go in the bag?

9. What goes in the middle of the bag?

10. How do you open the bag?

11. What do you do with wet items?

12. What do you do with the eggs?

13. What do you not pack with groceries?

OBJECTIVE #3 SELF-CHECK ANSWERS

1. First
2. Up
3. One-half, light-weight (eggs, bread)
4. Ten inches
5. Group
6. Do not
7. Easy to carry bags, seldom damaged goods
8. On the sides — build up solid sides
9. Bottles, breakables
10. By running your hand down the inside
11. Place in insulated bag.
12. Give them to the customer.
13. Bleach and ammonia; bag separately.

OBJECTIVE #4

After reading the duties of a carryout clerk and the rules for carrying out a customer's groceries, you will complete a self-check with no errors.

CARRYOUT DUTIES

Sometimes the job of bagger is combined with that of carryout clerk. This means carrying the customer's order to the car, gathering shopping carts left in the parking lot, and regrouping the carts in the store.

This is a very important job. No sale is complete until the customer arrives home and unpacks the order, finding it in good condition.

The carryout clerk has several responsibilities.

1. Inspect counter for overlooked items.
2. Place groceries neatly in designated area of customer's car.
3. Thank customer for patronage.
4. Return all carts to proper area.

RULES FOR CARRYING OUT CUSTOMER'S GROCERIES

1. Carrying out packages -- If you carry the bag out always be courteous and smile. Remember to follow customers out. It is common courtesy and he/she knows where his/her car is parked.

2. Place packages in car. Stow bag in car so it will not tip over.

REMEMBER TO THANK THE CUSTOMER AND TO ASK THE CUSTOMER TO COME AGAIN!

LEARNING ACTIVITIES

Read the information on carryout duties and rules for carrying out the customer's groceries.

Complete the self-check when you have finished.

ALTERNATE ACTIVITIES

Practice carrying bags of groceries in a shopping cart to the car. Have another student observe you in the procedure and help you correct any errors you make.

Complete the self-check again. If you do not answer all questions correctly, consult your instructor.

OBJECTIVE #4 SELF-CHECK

1. The reason for placing groceries neatly and carefully in the designated area of a customer's car is to prevent _____ or _____.

2. No sale is _____ until the customer arrives home and unpacks the order, finding it in _____ _____.

3. Why does the carryout clerk follow the customer to the car?

4. Stow the grocery bag in the car so it will not _____ _____.

5. Where are the shopping carts placed after the customer's order is carried to the car?

OBJECTIVE #4 SELF-CHECK ANSWERS

1. Spillage, breakage
2. Good condition
3. It is common courtesy and the customer knows where the car is.
4. Tip over
5. Return all carts to proper area in store.

OBJECTIVE # 5

After observing a sketch of a bagger with good habits, you will be able to detect the bad grooming and bad bagging habits of a bagger.

GROOMING HABITS

When supermarkets first started, the variety and low prices that they offered were enough to bring in customers. But now that there are so many supermarkets, each of them has to compete with the others in identifying ways to attract and hold customers. Every employee who performs properly and correctly his/her respective duties will help the company attract and hold customers. Every position is important; if not, it would be eliminated.

Good grooming habits are important for every employee in the supermarket, but especially for the terminal service of a bagger. The bagger is the last person to contact the customer. It is vital that the bagger leave a final good impression of the store and of him/herself.

In a previous section the Bi Lo Bagger's Creed stated this objective: "To take pride in my personal appearance and grooming so that I reflect credit on myself and my store."

This is also stressed in the Winn-Dixie policy book: "You are the last contact with the customer. Tell the customer thank you and **please** come again."

Bi Lo's policy book for employees, **Personal Appearance — Dress Code**, has the following rules for grooming. Our overall standard is that you be neat, clean, and well-groomed with proper business attire. The following excerpts outline policy standards for suitable dress and grooming.

Women

All Women Personnel:

Clothes should be clean and neatly pressed. Sandals are acceptable with the exception of flip flops (to ensure the safety of the employee).
Hair Style: Hair should be kept clear of the eyes and face. All hair styles are permitted, but exaggerated styles including those with excessive fullness or extreme height are not permitted. Any

hair style which tends to attract special attention from customers or other employees, or distracts employee's work concentration is prohibited.

NOTE: The wearing of any jewelry, insignia, or other decorative adornment (except name badges) which may be considered unfashionable, undignified, in bad taste, controversial, or which might tend to attract the attention of customers or other employees or distract their work concentration, is prohibited.

Men

All Men Personnel:

Hair must be kept neat and clean.
Hair may cover the ear, but must terminate above the collar. (Maximum length of hair is 4".)
All hair styles are permitted as long as they are neat and in good taste.
To comply with health regulations, all male market employees are required to wear market hats.
Sideburns must not be exaggerated.
Mustaches are permitted and should be neat and trimmed.
"Fu Manchu" or "Handlebar" mustaches are not permitted.
Beards: All beards must be clean and neatly trimmed at all times. Full and partial beards are authorized. The length of individual facial hair shall not exceed 3/4 inch.

Note: The wearing of any jewelry, insignia, or other decorative adornment (except name badges) which may be considered unfashionable, undignified, in bad taste, controversial, or which might tend to attract the attention of customers or other employees or distract their work concentration, is prohibited.

LEARNING ACTIVITIES

Observe the following sketch. Notice the bagger's well-bagged groceries and well-groomed appearance. Discuss this sketch with your co-workers.

Complete the self-check when you have finished.

ALTERNATE ACTIVITIES

Observe the sketch of the bagger with bad habits. Take the sketch to the supermarket and ask co-workers to identify the bad habits with you. Now see if you can identify at least ten bad habits by yourself. If not, consult your instructor for further assistance.

OBJECTIVE #5 SELF-CHECK

Name ten things wrong with the bagger in the sketch that depicted bad grooming habits and the improper method of bagging groceries.

DO NOT ERASE THIS PAGE

OBJECTIVE # 5 SELF-CHECK ANSWERS

1. Cigarette in hand
2. Dirty apron, pants, and shoes
3. Shirt sleeves rolled up
4. Apron strap not in proper place
5. Eggs are loose in cart
6. Hair needs combing
7. Bottle is loose in the cart
8. Meat not placed in insulated bag
9. Torn bag
10. Heavy items placed on top

CASHIER

THE CHECKER/CASHIER

INTRODUCTION

The Checker/Cashier Instructional Unit will teach you, the marketing and distributive education student, to be an efficient and swift young trainee in an entry-level job. You have chosen a career in the very rapidly growing, stable food industry. The large supermarket operation offers a variety of challenging career opportunities.

The relationship between customer, supermarket, and checker is a very important and a very delicate one. Press the wrong register key and not only can you cost the store many dollars, but you can also chance losing a customer and your job.

Your first job is the most important one because the impression you make on your supervisor, other employees, and customers will follow you throughout your working life.

REMEMBER: "There's no second chance at a first impression."

DIRECTIONS

1. Read the introduction and the seven objectives.
2. The instructor will give you a pretest to determine your knowledge of the check-out operation. If you make two errors or less, you may go to another unit in supermarket operation. If you make over two errors, proceed with this unit and the related activities.
3. As you complete one of the learning activities for each objective, take the self-check for that objective. Compare your answers with those given at the end of each self-check.
4. If you cannot answer all of the questions correctly on the self-check complete the alternate activity for that objective and retake the self-check. If you cannot answer all the questions correctly this time, consult your instructor for assistance with further activities.
5. After completing work on all seven objectives, you will be ready to complete the post-test for this instructional unit. Obtain the post-test from your instructor. If you have answered 80% of the questions correctly, you have successfully completed this unit.
6. Consult your instructor if you have any questions.

PREREQUISITES

In order to perform the activities within this unit you must be able to:

1. Understand the introduction and the objectives.
2. Add and subtract whole numbers and decimals with no errors.
3. Read at an eighth grade level.

OBJECTIVES

#1. After studying the function of a checker/cashier and the most common errors of a checker/cashier, you will complete the self-check with no errors.

#2. After studying the service skills for which a checker is responsible, you will complete the self-check with no errors.

#3. After studying a part of a unit charge chart, you will be able to read the chart and to compute the correct price of multiple-priced items to ring on the register.

#4. After reading and studying the procedures for the handling of money and the register, you will complete the self-check without any errors.

#5. You will be able to correctly complete the self-check concerning the correct handling of checks, food stamps, and vendor coupons.

#6. After studying the proper change making procedures, you will complete the self-check with no errors and within one minute.

#7. After reading and studying information on procedures to follow in the event of robbery or shoplifting, you will complete the self-check with no errors.

OBJECTIVE #1

After studying the function of a checker and the most common errors of a checker, you will complete the self-check with no errors.

CHECKER'S FUNCTION

The checker's function is to provide swift, efficient service for a customer who has wandered leisurely about the store and who now is ready for prompt attention.

The checker must be courteous and present a pleasant attitude. If items are not marked or the price is questionable, the customer expects clarification and the correct price charged without a hassle. How you present yourself to the customer is as important as tabulating the correct bill.

In a typical supermarket, the checker will handle thousands of transactions weekly and errors can be disastrous. One slip of the finger can cost the store many dollars. This area is vital to a store's ultimate success or failure. This is not the time or place for socializing with other employees or friends in the line.

COMMON ERRORS

The common errors made by checkers are:

1. Hitting the incorrect key.
2. Ringing the wrong price.
3. Omitting items.
4. Guessing at prices.
5. Forgetting tax.
6. Incorrect figuring of multiples.
7. Making wrong change.

LEARNING ACTIVITIES

Make a poster with the common errors made by a checker. Present this poster to your instructor. You will need: magic markers, poster paper, ruler, and stencils for lettering.

Complete the self-check with no errors.

ALTERNATE LEARNING ACTIVITIES

Discuss the common errors with another student and/or another employee. Have them demonstrate the errors using the register and merchandise. Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE #1 SELF-CHECK

1. Explain the checker's function and importance in the supermarket.

2. List the seven errors most common to checkers.

OBJECTIVE #1 SELF-CHECK ANSWERS

1. The checker's function is to provide swift, efficient service to a customer who has wandered leisurely about the store and who is now ready for prompt attention.

2. The common errors are: hitting the incorrect key, ringing the wrong price, omitting items, guessing at prices, forgetting tax, incorrect figuring of multiples, and making wrong change.

OBJECTIVE #2

After studying the service skills for which the checker is responsible, you will complete the self-check with no errors.

SERVICE SKILLS

Requests for help. If a customer comes to you for help, either assist him/her yourself or get someone else to do it. Don't just direct the customer to the item.

Shelf is empty of items. Handle the situation in the following manner.

1. Encourage the customer to continue shopping while you have the item checked by someone.
2. Report the request to the proper person. If the item can be located, obtain the price and notify the customer.
3. If the item is not in the backroom and is on order, tell the customer and ask him/her to check back at an approximate time when the shipment is expected.
4. Apologize for the inconvenience. In this way, even though you have lost a sale, you can keep the customer happy.

New products. If you do not have the new item, get the name of the product and the manufacturer and give it to the manager to put on the request list.

Price of items.

1. If the customer asks about the price of an item and its use and performance, never give false information in order to sell it. If you know nothing about the product, apologize for not knowing and offer to find out.
2. NEVER GUESS AT A PRICE!
3. NEVER ASK THE CUSTOMER OR ANOTHER CASHIER!

4. Ask the store manager or the assistant manager for the price or send a courtesy clerk to check on the price for you.

LEARNING ACTIVITIES

Illustrate by drawing or using magazine pictures two service skills where the customer and the checker are talking or communicating with each other through nonverbal language. Equipment needed will be poster paper, magic markers, ruler, adhesive tape, and magazines.

Complete the self-check with no errors.

ALTERNATE LEARNING ACTIVITIES

Go to a supermarket and ask if you may observe the checker. Note the responses and actions of the checker. During the checker's breaks, discuss any questions you had about how a situation was handled. Discuss this information with your co-workers and other classmates.

Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE #2 SELF-CHECK

1. If a customer comes to you for help concerning an item, what do you do?
2. If the customer asks for a new product, what do you say if the store does not have the new item?
3. If you know nothing about the price of an item, _____ for not knowing and offer to find out for the customer.
4. Where can you find out the price for the customer?
5. If a customer asks for an item and the shelf is empty, how would you handle the situation?

OBJECTIVE #2 SELF-CHECK ANSWERS

1. Either assist the customer yourself or get someone else to do it. Don't just direct the customer to the item.
2. Get the name of the product and the manufacturer and give it to the manager to put on the request list.
3. Apologize
4. Ask the store manager or the assistant manager for the price or send a courtesy clerk to check on the price for you.
5. a. Encourage the customer to continue shopping while you have the item checked by someone.
   b. Report the request to the proper person. If the item can be located, obtain the price and notify the customer.
   c. If the item is not in the backroom and is on order, tell the customer.
   d. Ask the customer to check back at an approximate time when the shipment is expected.

OBJECTIVE #3

After studying a part of a unit charge chart, you will be able to read the chart and compute the correct price to ring on the register of multiple-priced items.

MULTIPLE-PRICED ITEMS

Not everyone buys the special pricing multiples that the supermarket offers. You are at an advantage if you can memorize the chart or can easily divide the price by 2, 3, 4 or whatever the special pricing is. Many times this chart is taped to the register for ready reference.

The unit charge chart is on the next page.

LEARNING ACTIVITY

Study the multiple-priced item chart. When you feel comfortable using the chart, take the self-check.

ALTERNATE LEARNING ACTIVITIES

Discuss the chart with another student or a co-worker. Ask them to give you several multiple-priced items for which you will compute the price. Your speed should be checked using a stopwatch. Ask the instructor to check your prices for accuracy. Equipment needed will be canned goods (multiple-priced), other multiple-priced merchandise, paper and pencil, and a watch with second hand or a stopwatch.

Try the self-check again. If you are still having difficulty, consult your instructor.

UNIT PRICING

The following chart will help you in charging for a part of a unit.

PRICE	ONE	TWO	THREE	FOUR	FIVE
2/29	15				
2/33	17				
2/35	18				
2/37	19				
2/39	20				
2/41	21				
2/43	22				
2/45	23				
2/47	24				
2/49	25				
2/53	27				
2/55	28				
2/57	29				
2/59	30				
2/63	32				
2/65	33				
2/67	34				
2/69	35				
2/73	37				
2/75	38				
2/79	40				
2/89	45				
3/29	10	20			
3/33	11	22			
3/35	12	24			
3/53	18	36			
3/57	19	38			
3/59	20	40			
3/69	23	46			
3/79	27	53			
3/85	29	57			
3/89	30	60			
3/95	32	64			
3/100	34	67			
4/49	13	25	38		
4/89	23	45	67		
4/99	25	50	75		
4/100	25	50	75		
5/89	18	36	54	72	
5/100	20	40	60	80	
6/79	14	27	40	53	66
6/83	14	28	42	56	70
6/85	15	29	43	57	71
6/89	15	30	45	60	75
6/95	16	32	48	64	80
6/100	17	34	50	67	84
6/109	19	37	55	74	91

OBJECTIVE #3 SELF-CHECK

Place the correct price you would ring for the following items priced in multiples. Total the ring column. Use the chart for filling in the ring column.

Selling price	Unit	Ring
6/79	5	$.
5/89	3	.
4/99	1	.
3/85	2	.
2/29	1	.
5/100	3	.
3/100	1	.
		_____
	Total	

DO NOT ENTER THIS AREA

OBJECTIVE #3 SELF-CHECK ANSWERS

$ .66
.54
.25
.57
.15
.60
.34
$ 3.11

ERRORS IN REGISTERING

In the event that you should register incorrectly, explain your error to the customer and make the necessary adjustment on the Credit Report.

If several mistakes have been made on the same order or the customer questions the accuracy, you should call the manager and get permission to void the complete sale. Then reregister the order slowly in the presence of the manager or designated person making sure the customer is entirely satisfied. Mark the receipt rechecked and have the manager or assistant manager okay it and place this with your refunds under the till.

In the event a produce package is not priced, due either to the customer's or scale attendant's mistake, be extra polite in bringing this to the customer's attention and have an employee return the package to the scale for pricing. Never, under any circumstances, become irritated due to this error.

At no time should you try to make up by the under ringing or over ringing of sales to make adjustments. Use the Credit Summary Sheet for all corrections. This is most important and will avoid many mistakes.

Collect for all carton cigarettes at the checking stand unless cigarettes have been purchased at the courtesy booth. The store's cartons will bear the store's stamp for identification as well as the price.

Bottle Refunds

If bottle refunds are handled at the register you will handle these as prescribed by your store manager based on the type of register you are using. Your manager or instructor will acquaint you with the bottle charges as they differ in each locality. When the customer buys a bottled article requiring a bottle deposit, ring up the deposit as the next item. By ringing the deposits separately, the customer will know the correct cost of the deposit cost.

REQUESTING CHANGE FOR REGISTERS

1. Check the cash drawer for the amount of change needed. Don't run out since this causes a delay in serving your customers.
2. Notify the manager, assistant manager, or the person in charge of giving out change when you need more change.
3. Do not open change until it is necessary.
4. Count all change and currency given to you for your register.
5. Don't make a practice of buying change from another cashier.
6. Don't sell rolls of change to customers. The manager should decide when to do this since the change fund might get low.
7. Call the manager when a customer wants to sell you change.

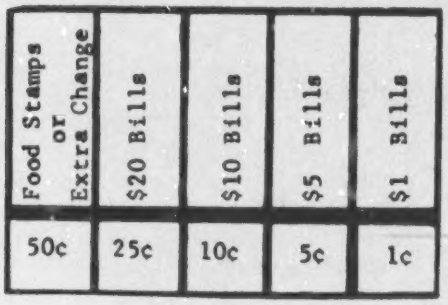
TILL TAPPERS

1. Watch for persons gathering at registers not in use.
2. NEVER turn your back to your register and leave the cash drawer open.
3. NEVER walk away from your register and leave the cash drawer open or your register unlocked.
4. Keep calm when rushed by people unknown to you.
5. NEVER leave your register to go get an item while you are checking someone's groceries. Send the courtesy clerk.
6. NEVER keep more money in the cash drawer than is necessary.
7. Do not leave the front end unattended. Always have a cashier on the front in sight of the registers.

REGISTERS

1. NEVER LEAVE A REGISTER UNLOCKED! If you must leave it, lock it to prevent any unauthorized person from opening your register while you are gone. If your register has a key, put it in the place designated by the manager.

2. Check your cash drawer often to keep it organized. Make sure all checks are put under the cash drawer until after you have tendered them. All bills over the denomination of $20 need to go under the cash drawer also.
3. The following diagram shows the proper placement of money in the cash drawer.



4. Refill the register tapes at the first sign of color showing. Put the detail tape in the drawer and save it for the manager's report.
5. Be sure that your register is free of returnable merchandise before you leave for the day. Keep trash and litter picked up during the day. Mark all damaged merchandise.
6. Keep a current Special List and Produce List on your register.

CIGARETTE AND CANDY RACKS

1. Cigarette racks should be filled each morning and refilled during the day as often as necessary.
2. Candy racks should be dusted and cleaned each morning and filled at least once a day.
3. Both racks should be washed once a week and the stock rotated.

DUTIES DESIGNATED BY MANAGEMENT

These duties consist of any instructions given a cashier by the store manager, assistant manager, or anyone else with the authority to relate instructions to the other cashiers.

Example: Front End Manager
Head Cashier
Bookkeeper
Operator

LEARNING ACTIVITIES

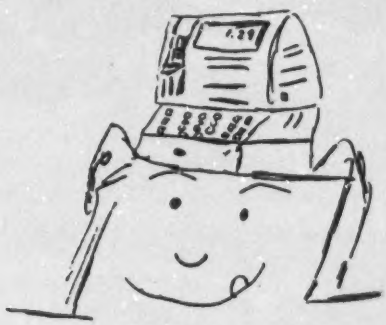
Study the information concerning the handling of money and the register. Using poster paper, illustrate the proper placement of money in the cash drawer. Give this to your instructor for grading. Equipment needed will be poster paper, magic markers, ruler, and pencil. Complete the self-check with no errors.

ALTERNATE LEARNING ACTIVITIES

Using the poster paper, illustrate the rules for the handling of money. Give this to your instructor for grading. Try the self-check again. If you are still having difficulty, consult your instructor.

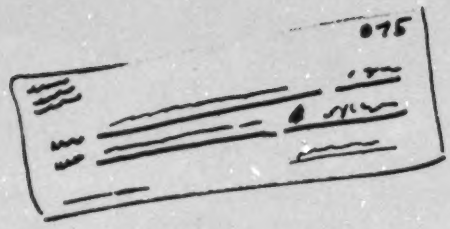
OBJECTIVE #4 SELF-CHECK

1. The checker is responsible for money issued at the beginning of the day and during the day _____ the day's total sales.
2. What should you do if you must leave the register?
3. Where are all checks put after you have tendered them?
4. Where do all bills over the denomination of $20 go in the register?
5. At the first sign of _____ showing, refill the register tapes.
6. In the event that you should register incorrectly, what should you do?
7. In the event a produce package is not priced, what should you do?
8. At no time try to make up by _____ ringing or _____ ringing of sales to make adjustments.
9. Never put money from the customer in the register until you have given him/her the _____.
10. List three till tappers.
11. Don't make a practice of buying change from another _____.



OBJECTIVE #4 SELF-CHECK ANSWERS

1. Plus
2. Lock it to prevent any unauthorized person from opening your register while you are gone.
3. Under cash drawer
4. Under cash drawer
5. Color
6. Explain your error to customer and make the necessary adjustment on credit report.
7. Be extra polite in bringing this to the customer's attention and preferably have an employee return the package to the scale for pricing. Never become irritated due to the error.
8. Under, over
9. Change
10. a. Watch for persons gathering at registers that are not in use.
    b. Never turn your back to your register and leave the cash drawer open.
    c. Never walk away from your register and leave the cash drawer open or your register unlocked.
    d. Keep calm when rushed by people unknown to you.
    e. Never leave your register to go get an item while you are checking someone's groceries. Send the courtesy clerk.
11. Checker



OBJECTIVE #5

You will be able to complete without errors the self-check concerning the correct handling of checks, food stamps and vendor coupons.

FOOD STAMPS

Eligible food means any food or food product for human consumption with the exception of alcoholic beverages and tobacco, and also includes seeds and plants for use in gardens to produce food for the personal consumption of the eligible household.

Ineligible food means food stamps may not be accepted for nonfood items and may never be exchanged for cash. Food coupons may not be used to pay for bottle or other container deposits.

1. If you have any reason to believe that a customer presenting food stamps has no right to their possession, ask the customer to show his/her identification card.
2. Accept food stamps only for food or food products for human consumption, seeds and plants used in a home garden to produce food for the eligible household, or tax on these eligible items.
3. Do not accept food stamps for tobacco products, bottle deposits, pet food, health and beauty aid products, or other non-food items.
4. Separate eligible food from the rest of the order before ringing the order. The exception would be the new electronic registers; they keep the totals separate.
5. Ring food stamps up as cash tendered. Ring up due bills as cash tendered when the customer brings them back to you and presents them as payment on his/her order.
6. Do not accept coupons that have been endorsed or cancelled.
7. Five dollar ($5.00) and ten dollar ($10.00) coupons, whether loose or still attached to the coupon book, **must** be presented with the coupon book bearing the same serial number as the individual coupons.
8. One dollar ($1.00) coupons that have not been endorsed or cancelled are used as change and may be accepted loose without the matching coupon book.
9. Coupons come in three denominations.
   a. $1.00 coupons (brown)
   b. $5.00 coupons (purple)
   c. $10.00 coupons (blue/green)
10. For every dollar change due in food stamps, you must give the customer a $1.00 food stamp. When the change due back is less than one dollar, it is the food stamp customer's option to:
    a. Accept a credit slip (due bill) for 99¢ or less,
    b. "Trade out" for eligible foods, or
    c. Pay the difference in cash.

    No pressure should be put on the customer regarding which option he/she should select.

11. Food stamp customers are due the same courteous, friendly service as all other customers.
12. Always count food stamps given to you. The stamp book might not be full.

DUE BILLS FOR FOOD STAMPS

Due bills or credit slips are given back as change whenever a customer tenders more food stamps than is necessary to pay for the food stamp items in his/her order. The amount of the due bill must be for 99¢ or less when given as change. If the due bill is handwritten, fill it out according to this procedure.

a. Write the amount due back -- first in figures, and then write it out underneath the block provided for the figure amount.
b. Store stamp the due bill to make it valid.
c. Put your initials and date the due bill.
d. Ring up the due bill as a grocery item plus tax.
e. When a due bill is returned by the customer, tender it as cash.
f. Keep store stamped due bills in the cash drawer.

HANDLING OF CHECKS

If you receive a check, make sure that the check is legible, clearly written, and correctly signed. The signature must agree with the name on the personalized check.

COUPONS

Vendor coupons or off-cents coupons may be used by the customer as a credit on the grocery order if the coupons meet these requirements.

1. The date on the coupon is current.
2. The product bought is specified on the coupon.
3. Coupon is presented with the order.
4. Write in the value amount of the coupon if it is for a free item. Ring such items at regular price. When the customer hands you one or more coupons, handle it as prescribed in the operation section of the checker's manual.

WARNING -- Redeeming coupons without the purchase of the product constitutes fraud.

LEARNING ACTIVITY

Study the procedures for handling checks, food stamps, and vendor coupons. When you feel that you have studied the material well enough, answer the questions on the self-check.

ALTERNATE LEARNING ACTIVITIES

Using a register, have another student or a co-worker play the role of a customer with coupons, food stamps, and checks. Process each item. Have the instructor watch to correct any errors. Equipment needed: vendor coupons, checks, food stamps, merchandise including tobacco packages and empty wine and beer containers.

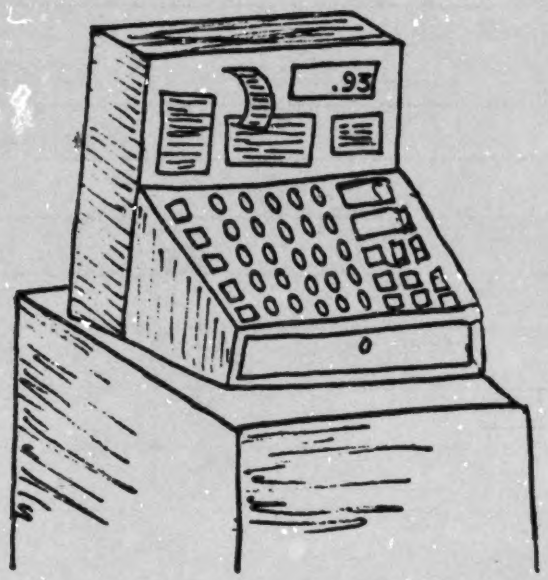
Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE #5 SELF-CHECK

1. Make sure a check is written _____ and _____.
2. Redeeming coupons without the purchase of the product constitues _____.
3. Can a customer buy snuff with food stamps?
4. Food stamps can never be exchanged for _____.
5. What do you do if you have any reason to believe that a customer presenting food stamps has no right to their possession?
6. Can a customer buy dog or cat food using food stamps?
7. Ring food stamps up as _____ _____.
8. Do not accept food stamps that have been _____ or _____.
9. In what denominations do food stamps come?
10. _____ _____ are given back as change whenever a customer tenders more food stamps than is necessary to pay for the food stamp items in his/her order.
11. When a due bill is returned by the customer, tender it as _____.
12. List the five rules to follow when the customer is using vendor coupons or off-cent coupons as a _____ on his/her grocery order.

OBJECTIVE #5 SELF-CHECK ANSWERS

1. Legibly, clearly
2. Fraud
3. No
4. Cash
5. Ask the customer to show his/her identification card.
6. No
7. Cash tendered
8. Endorsed, cancelled
9. a. $1.00 (brown)
   b. $5.00 (purple)
   c. $10.00 (blue/green)
10. Credit slips or due bills
11. Cash
12. Credit
    a. The date on the coupon is current.
    b. He/she buys the product specified on the coupon.
    c. He/she presents it with the order.
    d. The coupon is a product coupon — not a mail-in coupon.
    e. Write in the value amount of the coupon if it is for a free item.



OBJECTIVE #6

After studying the proper change-making procedures, you will complete the self-check with no errors and within one minute.

MAKING CHANGE

To make change, build up to the next nickel, dime, quarter, and so on until the amount presented is reached.

For example, to compute the change from $5.00 for a purchase of $3.67, you would count out the following change.

$3.67
+.03 or 3 pennies
$3.70
+.05 or 1 nickel
$3.75
+.25 or 1 quarter
$4.00
+1.00 or 1 dollar

$5.00 amount presented

Always use the fewest coins and bills.

The customer received in change for the purchase 3 pennies, 1 nickel, 1 quarter, and 1 dollar bill.

LEARNING ACTIVITY

Call out the total of the order to the customer. Count the change due back **out loud.** Then hand the customer the receipt.

Use the chart on the following page for practice. When you have finished and you understand how to make change, complete the self-check.

Use as few coins and bills as possible.

Denominations	.01	.05	.10	.25	.50	$1	$5	$10	Total change to customer
$2.73 out of $5.00	2			1		2			2.27
$.17 out of $.50	3	1		1					.33
$1.29 out of $5.00	1		2	2		3			3.71
$.81 out of $1.00	4	1	1						.19
$.39 out of $10.00	1		1	2		4	1		9.61
$.21 out of $.50	4			1					.29
$7.57 out of $10.00	3	1	1	1		2			2.43

ALTERNATE ACTIVITIES

Using a stopwatch, have another student or co-worker compute the time elapsed during your filling in the chart with as few coins and bills as possible.

Complete the self-check again. Consult your teacher if you do not complete the self-check correctly.

OBJECTIVE #6 SELF-CHECK

Complete the following self-check correctly and within one minute. Use as few coins and bills as possible.

	Denominations	.01	.05	.10	.25	.50	$1	$5	$10	Total change to customer
1.	$3.02 out of $5.00									
2.	$6.66 out of $20.00									
3.	$2.76 out of $10.00									
4.	$.09 out of $.25									
5.	$.57 out of $5.00									
6.	$.51 out of $.75									
7.	$2.01 out of $2.50									
8.	$7.53 out of $10.00									

Time in minutes _____

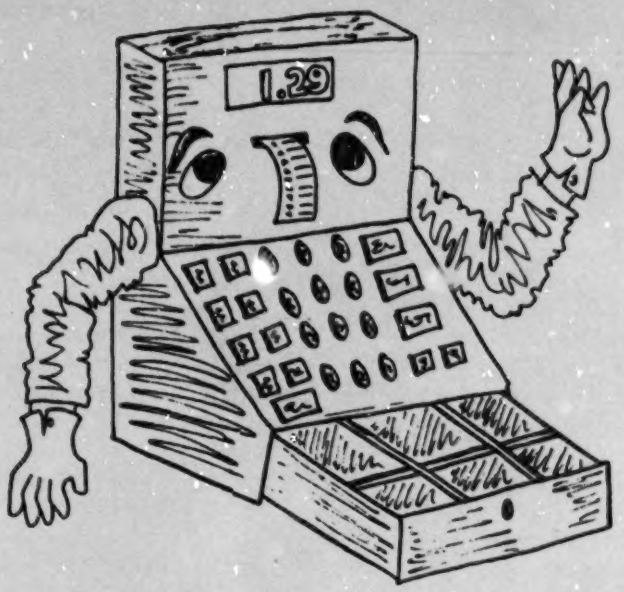
Total number of errors _____

OBJECTIVE #6 SELF-CHECK ANSWERS

	Denominations	.01	.05	.10	.25	.50	$1	$5	$10	Total change to customer
1.	$3.02 out of $5.00	3		2	3		1			1.98
2.	$6.66 out of $20.00	4	1		1		3		1	13.34
3.	$2.76 out of $10.00	4		2			2	1		7.24
4.	$.09 out of $.25	1	1	1						.16
5.	$.57 out of $5.00	3	1	1	1		4			4.43
6.	$.51 out of $.75	4		2						.24
7.	$2.01 out of $2.50	4		2	1					.49
8.	$7.53 out of $10.00	2		2	1		2			2.47

Time in minutes _____

Total number of errors _____



OBJECTIVE #7

After reading and studying information on procedures to follow in the event of robbery or shoplifting, you will complete the self-check with no errors.

THINGS YOU SHOULD KNOW

Shoplifting

1. Shoplifting is a constant problem. It can never be completely eliminated but it can be controlled.
2. First of all, always be alert and observant. This makes it harder for the potential shoplifter.
3. If you observe someone shoplifting, quietly notify the manager. UNDER NO CIRCUMSTANCES ARE YOU TO ACCUSE A PERSON OF SHOPLIFTING. LEAVE THIS PROBLEM TO THE MANAGER.
4. If the manager, assistant manager, or head cashier is unavailable at the time, let the suspect go without saying anything about the matter. If possible, learn the identity of the person suspected and report the entire occurrence to the manager as soon as possible.

   REMEMBER — DO NOT CALL THE POLICE.
   DO NOT SAY ANYTHING TO THE SUSPECT.
   DO NOT RETAIN SUSPECT OR HIS/HER PROPERTY.
   DO NOT VOICE YOUR SUSPICION TO ANY OUTSIDER.
   NOTIFY MANAGER, ASSISTANT MANAGER, OR HEAD CASHIER ONLY.
5. Remember to be alert and to be observant. If you are suspicious, notify the manager, assistant manager or head cashier. Prevention is the best policy.
6. Be on the lookout for the following shoplifting tricks.
   a. Altering of labels or markings on merchandise.
   b. Interchanging the label or price tag from one item of merchandise with a label or price tag from another item of merchandise.
   c. Transfering any merchandise from a container on which it may be displayed to any other container.

Did these employees handle this situation correctly?

GROCERY WORKERS EMBROILED IN SHOPLIFTING 'STEAK-OUT'

Associated Press

ANDERSON

Grocery store employees and two bystanders threw canned fruit, punched at, and swung a board at an alleged shoplifter in a bid to catch him for an arrest.

In return, the suspect bit and punched his pursuers and threatened store workers with a broken wine bottle before he was finally nabbed in the closet of a vacant apartment Wednesday.

Authorities charged Theodore Matthew Dority, 27, with two counts of assault and battery, with failure to accompany officers and with shoplifting two packages of ribeye steaks, a bottle of wine and a carton of cigarettes from an A&P supermarket.

Dority, who is from Augusta, Ga., was held at the Anderson City Jail in lieu of $849 bond.

Scott Whitfield, 19-year-old head stocker at the store, said he and assistant manager Hoyt Vickery, 39, were stocking shelves late Wednesday when another employee told them she saw a man put the steaks in his army fatigue jacket.

They caught up with him on another aisle and started throwing canned fruit at him, and he fled to the front of the store, Whitfield said.

There Whitfield, Vickery and Calvin Bowen, the store's 52-year-old meat manager, all grabbed the suspect, Whitfield said.

During the struggle, according to the police report, the suspect bit Vickery on the arm and punched Bowen above the left eye. Vickery was treated for the bite and released from Anderson Memorial Hospital, said arresting officer Charles Partain.

During the struggle, the suspect also broke a wine bottle and threatened to cut the employees with it, according to the report.

Then "he took off and I took off after him," Whitfield said. Asked why he -- at 5-foot-8 and 142 pounds -- would chase a man listed on the booking report as 6-foot-2 and 192 pounds, Whitfield said, "I guess it's my job."

With his red apron flapping and armed with a box-opening knife, Whitfield said he chased the suspect across the parking lot.

As Partain pulled up in his patrol car, the suspect crossed Main Street in the rush hour traffic and ran between two buildings.

Partain and Whitfield chased the man across a shopping center parking lot just as 16-year-old Preston Threlkeld was coming out of The Coin Connection amusement center. Threlkeld said, "the guy passed me and I slapped him up side the head."

Actually, he had punched the fleeing man and knocked him to his knees, the 6-foot-2, 170-pound teenager said. "I about broke my fist."

The suspect got up and jumped the fence at the miniature golf course, and Threlkeld said he jumped the fence himself and pursued him. Partain said he had stopped at the fence and radioed for more help.

During the last leg of the chase, "another older, red-headed man swung at him with a board," Threlkeld said. That man's identity could not be determined.

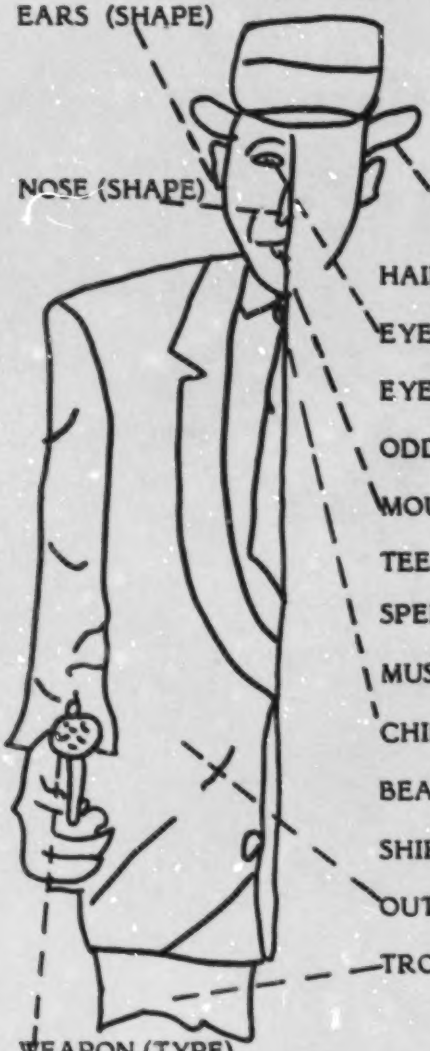
Partain said the suspect was found in a closet in a vacant apartment above a garage.

IN THE EVENT OF ROBBERY

1. **Do not endanger your own life or the lives of others by resisting an armed robber.**
2. **Remain calm** and obey the robber's orders.
3. Do not make a sudden move.
4. If a fellow employee or customer is injured, do not go to his/her aid until the robber has left.
5. Observe carefully. Note the person's height, weight, age, dress, mannerisms, word expressions, marks or scars.
6. If a demand note is used, set it aside and comply with the demand.
7. If it can be **safely** done, get the description of the vehicle and/or license number.
8. Notify the police immediately.
9. Call the store manager at once.
10. Do not give information to anyone except the manager regarding the loss.
11. Never discuss details of the robbery without the permission of the store manager.
12. Fill out the Witness Form immediately.

WITNESS FORM

Fill out immediately. Do not discuss with anyone until the police arrive.



EARS (SHAPE)

NOSE (SHAPE)

RACE _____ AGE _____

HEIGHT _____

WEIGHT _____ BUILD _____

HEADGEAR _____

HAIR COLOR _____ TYPE _____

EYES (COLOR) _____ GLASSES _____

EYE DEFECTS _____ COMPLEXION (SCARS)

ODDITIES _____ _____

MOUTH/LIPS _____

TEETH _____

SPEECH _____

MUSTACHE _____

CHIN (SHAPE) _____

BEARD _____ TIE COLOR _____

SHIRT (TYPE-COLOR) _____

OUTER GARMENT _____

TROUSERS-SHOES _____ _____

WEAPON (TYPE) _____ COLOR AND CALIBRE _____

DESCRIBE WHAT HAPPENED _____

_____

_____

_____

_____

_____

DATE _____ TIME _____ SIGNATURE _____

LEARNING ACTIVITIES

Study the information on the procedures to follow in the event of robbery or shoplifting and the witness form. When you have studied the material sufficiently, take the self-check and check your answers.

If you have answered all of the self-check questions correctly, you are now ready to complete the post-test on this instructional unit of check-out operation. Obtain the post-test from your instructor.

ALTERNATE LEARNING ACTIVITIES

Have one student play the role of a robber and another student play a shoplifter wearing different clothes each time. Practice filling in the witness form after each role play. Equipment needed will be several items of clothing and cosmetics, wigs, hats, etc.

Try the self-check again if you think you understand the material. If not, ask your instructor for additional help.

If you have answered all of the self-check questions correctly, you are now ready to complete the post-test on this instructional unit of check-out operation. Obtain the post-test from your instructor.

OBJECTIVE #7 SELF-CHECK

1. In the event of robbery, you do not _____ an armed robber.
2. List six of the robber's physical characteristics you should observe carefully.
3. Describe what the procedure is if you observe someone shoplifting.
4. List three shoplifting tricks.
5. What do you do if a fellow employee or customer is injured during a robbery?
6. If it can be _____ done, get the description of the vehicle and/or license number during a robbery.
7. After a robbery, notify the _____ immediately.

OBJECTIVE #7 SELF-CHECK ANSWERS

1. Resist
2. Hair, eye color, race, age, sex, build, weight, height, glasses, nose shape
3. a. Do not call the police.
   b. Do not say anything to the suspect.
   c. Do not retain suspect or his/her property.
   d. Do not voice your suspicion to any outsider.
   e. Notify manager, assistant manager, or head cashier only.
4. a. Altering of labels or markings on merchandise
   b. Interchanging the label or price tag from one item of merchandise with a label or price tag from another item of merchandise
   c. Transferring any merchandise from a container on which it may be displayed to any other container
5. Do not go to his/her aid until the robber has left.
6. Safely
7. Police

STOCKER
PAPER TOWELS
PEAS
PEAS
PEAS

THE STOCKPERSON

INTRODUCTION

Handling the merchandise, marking the merchandise, getting it to the right shelf at the right time, and unloading the stockroom (or trailers) are some of the important functions of the stockperson and the selling floor operation.

Some stores stock at night. This is more efficient (quicker) but may result in pilferage, high wages, and little supervision. Most stores, therefore, stock in the daytime during store hours.

Food items are easily damaged and broken, and are also quite perishable. Extra care in handling is essential.

DIRECTIONS

1. Read the introduction and the objectives.

2. The instructor will give you a pre-test to determine your knowledge of the stockperson operation. If you make two errors or less, you may go to another unit in supermarket operation. If you make over two errors, proceed with this unit and the related activities.

3. As you complete one of the learning activities for each objective, take the self-check for that objective. Compare your answers with those given at the end of each self-check.

4. If you cannot answer all of the questions correctly on the self-check, complete the alternate activity for that objective and retake the self-check. If you cannot answer all the questions correctly this time, consult your instructor for assistance with further activities.

5. After completing work on all objectives, you will be ready to complete the post-test for this instructional unit. Obtain the post-test from your instructor. If you have answered correctly 90% of the questions, you have successfully completed this unit.

6. Consult your instructor if you have any questions.

PREREQUISITES

In order to perform the activities within this instructional unit, you must be able to:

1. Understand the introduction and the three objectives.
2. Add and subtract whole numbers and decimals with no errors.
3. Read at an eighth grade level.

OBJECTIVES

#1. After using the equipment commonly used by a stockperson, you will name the five items and their purposes.

#2. After discussing the price techniques in the supermarket, you will be able to describe the necessity for proper pricing with 90% accuracy.

#3. After a discussion and demonstration on displays, you will be able to complete the self-check with 90% accuracy.

OBJECTIVE #1

After using the equipment commonly used by a stockperson, you will name the five items and their purposes.

STOCKING RESPONSIBILITIES

The stockperson has the responsibility of keeping the shelves clean, neat, and organized.

A duster or cloths are used to clean the shelves and wipe away any spills or debris left by the customer.

When new items arrive, they have to be priced with the price stamper, price sticks/ink pad, or a grease pencil. Your employer will determine which method you use to price the new items.

When you receive the cartons of new items from the stockroom or tractor/trailer, the cartons should be opened carefully with the case cutter. Some cartons will give directions on how to open the carton. Some cartons will contain items such as cereals, flour, boxed juices, etc. which can be damaged if cut open incorrectly.

The five pieces of equipment used by the stockperson are:

1. Price stamper
2. Case cutter
3. Price sticks and ink pad
4. Grease pencil
5. Duster or cloths

LEARNING ACTIVITIES

Go to the supermarket and inspect the shelves. Are all items priced? Which method was used in pricing the items? Were the shelves clean and neat?

Complete the self-check with an appropriate answer.

ALTERNATE ACTIVITIES

Visit your local supermarket. Talk to the stockperson. Ask him/her to explain the procedure used in the supermarket to mark the items and to place them on shelves.

Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE # 1 SELF-CHECK

Name the five pieces of equipment used by a stockperson and their purposes.

OBJECTIVE # 1 SELF-CHECK ANSWERS

The five items are price stamper, case cutter, price sticks and ink pad, grease pencil, and duster and cloths. They are used for pricing the items, cutting open the cartons, and keeping the shelves clean.

OBJECTIVE # 2

After discussing the price techniques in the supermarkets, you will be able to describe the necessity for proper pricing with 90% accuracy.

PRICING TECHNIQUES

Pricing is a very important function in the operation of a supermarket. The customer must be able to read the amount of an item without difficulty. Therefore, the price must be legible, complete, and accurate.

When you open a case of goods, mark the items immediately in order to avoid any duplicate effort in having to go back and handle the case again. This procedure will better utilize your time and enable you to perform your other duties more efficiently.

Keep price marking equipment in good condition. Do not misuse the equipment. Report to the manager when the equipment is inoperable.

If your supervisor asks you to change the price on shelved items, do so without argument. Be sure to remove the old price before putting on the new one (especially in the case of a price increase). Change shelf prices at once to match price changes.

When marking the items be careful in marking caps and tops which may be interchanged. Mark these items on the label to avoid any confusion. Utilize space on packages where price is left to be marked. Mark every item! Always mark cans in long rows to save both time and effort.

After you mark the items in the case, arrange the items already on the shelf so that they are pulled forward and the new items are placed in back. This is called rotating the stock or "first in -- first out."

Place the merchandise on the shelf so that the label or face is showing toward the customer. This enhances the appearance of both the items and the shelves. Remove all dented and damaged cans. Your supervisor may instruct you on where to place the dented or damaged items for quick sale.

LEARNING ACTIVITIES

Obtain a case of canned items, boxes, or jars. Mark these items and be sure the price is correctly placed, the amount is legible, all items are marked, etc.

Complete the self-check with an appropriate answer.

ALTERNATE ACTIVITIES

If possible, open a case and mark the first layer of items in the correct manner and then mark the second layer. Ask a classmate to watch your procedure to see if you complete the task in the most efficient manner.

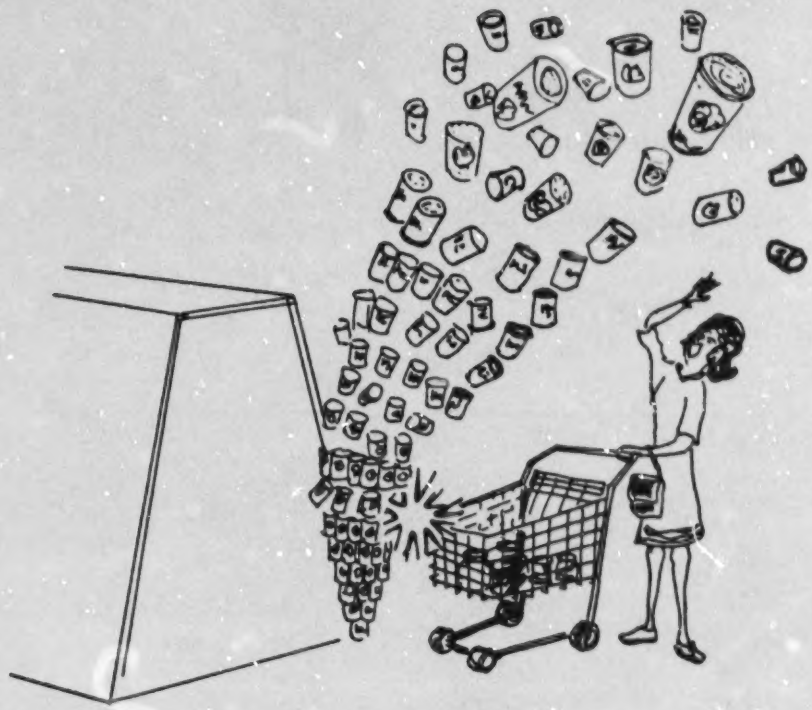
Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE # 2 SELF-CHECK

Why should items be priced legibly and in the proper place?

OBJECTIVE # 2 SELF-CHECK ANSWER

Legibly marked and correctly priced items allow the customer to shop faster and more efficiently. A good price marking system eliminates the need for a customer to find an employee and inquire about price. There will not be a question about price if the customer can easily locate and read the cost for each item.



OBJECTIVE # 3

After a discussion and demonstration on displays, you will be able to complete the self-check with 90% accuracy.

BUILDING DISPLAYS

Building displays are an important aspect of the stockperson's job. The primary purposes of the display are to sell merchandise, to direct traffic to a specific area, and to give the impression of a wide variety of products being offered for sale.

Advertising, price reduction, and display add about 300% to the effectiveness of a supermarket operation.

IMPORTANCE OF MAKING DISPLAYS

1. Special Displays
   - -- Everyone loves a bargain!
   - -- Suggests what to serve.
   - -- Reminds customer about items either forgotten or overlooked.
   - -- Makes shopping tours more lively -- reduces endless shelves, etc.
   - -- Makes shopping easier -- Items are conveniently located and it is not necessary to ask.
   - -- Adds to customer's confidence in store.
   - -- Advertised specials in newspapers.
2. Results From Displays
   - -- Reduced items sell ten times normal shelf.
   - -- Shelf talkers -- Product spotters can bring increases of up to 400%.
   - -- Advertised items special -- Displayed items sell nine times normal shelf.
   - -- Rear of store displays best; front next.
   - -- National brands placed next to private label increases sales up to 600%.
3. Tips to Save Time -- Improve Display Effectively
   - -- Hand-lettered signs inspire convictions.
   - -- Give customers reason to buy -- clever words.
   - -- Move display (if lagging) to new location.

-- Average display stays up two weeks.
-- Don't hide specials -- Do combine higher margin product when there is a natural relation item.
-- Build big enough not to have to rebuild too often.
-- If display is depleted, move it next to a major display elsewhere (rather than returning to stockroom).
-- Keep the price markers clean.

4. Advantages of Private Label Displays
   -- Price is right -- Inflation forces shoppers to purchase at lower prices. Your own label permits you to buy for less, sell for less, and keep the customer buying in your store.
   -- Builds your image -- Customer loyalty may be low with shoppers patronizing two or more stores. Reinforce your image to customers by offering them their favorite product at a good value in your name.
   -- Quality is high -- Your customers can associate your own label with complete satisfaction as well as their budget requirements.
   -- Boom sales and profits -- Combination of price and quality adds up to value, rapid volume, and high turnover.

5. Types of Displays
   -- Arch
   -- Slot
   -- Dump
   -- Tie-In
   -- Seasonal
   -- Shelf Extenders
   -- Special Displays
   -- Private Label Displays
   -- Pyramid

LEARNING ACTIVITIES

Visit your local supermarket. Identify the number and types of displays at the front of the store. If you have difficulty, ask the stockperson to assist you.

Complete the self-check with an appropriate answer.

ALTERNATE ACTIVITIES

Name the four advantages of private label displays. Visit your local supermarket and identify the number of private label displays and their location in the store.

Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE # 3 SELF-CHECK

What is the purpose of a display in a supermarket?

OBJECTIVE # 3 SELF-CHECK ANSWER

The purpose of the display is basically to sell merchandise, to direct traffic to a specific area, and to give the impression of a wide variety of products being offered.

MEAT MEAT MEAT

THE MEAT TRAINEE

INTRODUCTION

Meat is generally the most expensive item you will purchase in a supermarket. The customer may question the packaging, the pricing, the freshness, the quality, and sometimes the preparation of a particular cut of meat. The meat trainee can expect such close questioning and should be knowledgeable in this area.

Meat counters are usually located in the rear of the supermarket with the intent of bringing customers through the store for purchases.

Serving the public requires that the meat trainee be pleasant, neat, clean, and accurate. Let the manager handle all complaints.

DIRECTIONS

1. Read the introduction and the objectives.

2. The instructor will give you a pretest to determine your knowledge of the meat trainee operation. If you make two errors or less, you may go to another unit in supermarket operation. If you make over two errors, proceed with this unit and the related activities.

3. As you complete one of the learning activities for each objective, take the self-check for that objective. Compare your answers with those given at the end of each self-check.

4. If you cannot answer all of the questions correctly on the self-check, complete the alternate activity for that objective and retake the self-check. If you cannot answer all the questions correctly this time, consult your instructor for assistance with further activities.

5. After completing work on all objectives, you will be ready to complete the post-test for this instructional unit. Obtain the post-test from your instructor. If you have answered 90% of the questions correctly, you have successfully completed this unit.

6. Consult your instructor if you have any questions.

PREREQUISITES

In order to perform the activities within this instructional unit, you must be able to:

1. Understand the introduction and the three objectives.
2. Add and subtract whole numbers and decimals with no errors.
3. Read at least at an eighth grade level.

OBJECTIVES

#1. After a discussion on the personal appearance and attitude of the meat trainee, you will be able to complete the self-check with 90% accuracy.

#2. After reading about meats and completing the activities, you will be able to complete the self-check with 90% accuracy.

#3. After discussing the responsibilities and completing the activities of the meat trainee, you will be able to complete the self-check with 90% accuracy.

OBJECTIVE #1

After a discussion on the personal appearance and attitude of the meat trainee, you will be able to complete the self-check with 90% accuracy.

MEAT TRAINEE

Greeting the customer with a smile and by name, if possible, is very important. Be friendly and informative but avoid unnecessary chatter.

Presenting yourself in a helpful manner will encourage the customer to make selections quickly and to consider additional purchases.

You should be willing to assist the customer in selecting and/or determining the proper weight for the customer's request. If a customer asks for a cut of meat not in the counter, check with the manager.

The meat trainee should always be neat in appearance and wear clean, white shirts or uniforms. Persons with long hair should wear hats or hairnets. Cleanliness is absolutely necessary and this includes hands and fingernails.

Remember that under state law, customers are not allowed to handle unwrapped meat. Only those having health cards can handle meat so keep your current health card in your possession at all times.

You should wear your name tag so that a customer can identify you again when he/she shops for meats. By your expressing thanks for their business you are also developing a clientele for repeat business.

Good service, a pleasant and helpful attitude, and a concern for satisfying the customer will encourage the customer to shop at your meat counter repeatedly.

LEARNING ACTIVITIES

Look on the cartoon (A) and name at least five things wrong with the appearance of the meat trainee.

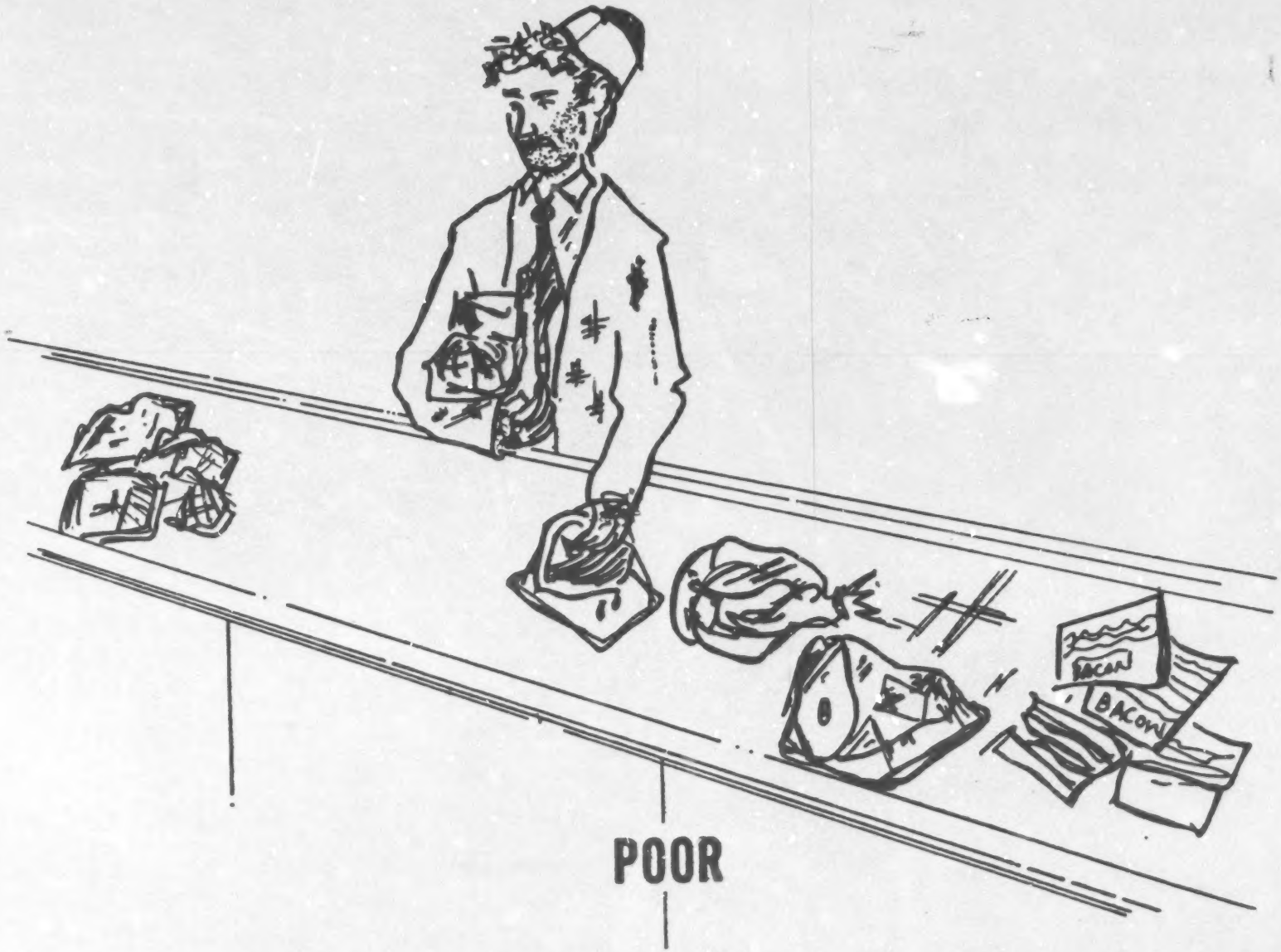
Complete the self-check with an appropriate answer.

ALTERNATE ACTIVITIES

Look at the cartoon (B) and name at least five things good about the meat trainee.

Try the self-check again. If you are still having difficulty, consult your instructor.

LEARNING ACTIVITY (A)



ALTERNATE ACTIVITY (B)

GOOD

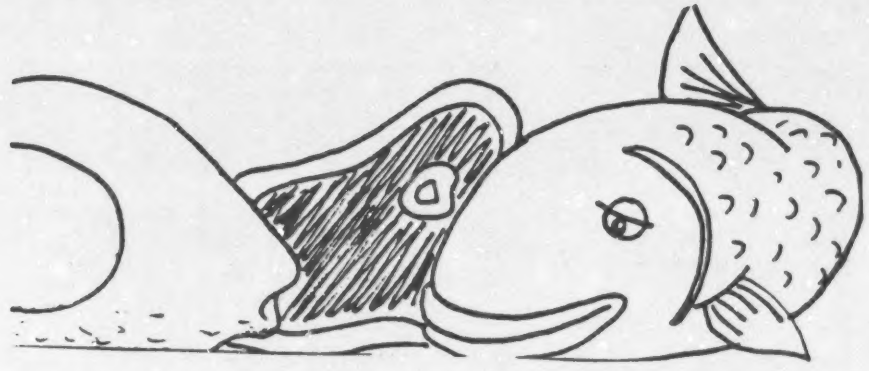
OBJECTIVE #1 SELF-CHECK

1. Persons with long hair should wear a _____ or a _____ _____.

2. You should keep your _____ _____ in possession at all times.

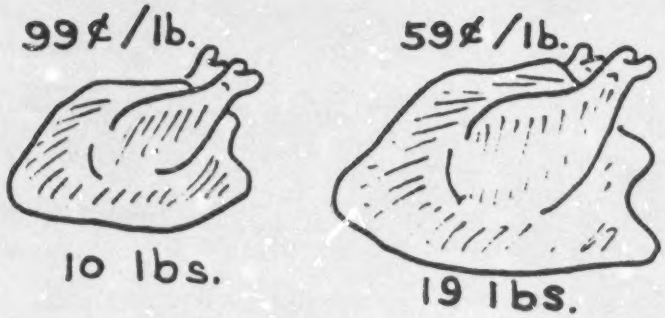
3. You should wear your _____ _____ so that a customer can identify you again when he/she shops for meats.

4. If a customer asks for a cut of meat not in the counter, check with the _____.



OBJECTIVE # 1 SELF-CHECK ANSWERS

1. Hat, hair net
2. Health card
3. Name tag
4. Manager



OBJECTIVE # 2

After reading about meats and completing the activities, you will be able to complete the self-check with 90% accuracy.

MEAT TRAINEE

To become efficient as a meat trainee, you must be able to recognize the different cuts of meat and the terminology. A customer may ask for a special cut of meat and you should know how to respond. However, remember that if the cut is not in the case, call the manager. You may want to tell the customer that for such a cut the manager has to help you.

The following illustration is an information sheet on the cuts of beef. Study the chart so that you are familiar with every possible cut of beef. You should also be familiar with cuts of veal, chicken, turkey, lamb, fish, and pork. Because there is not enough space to completely describe all the other meats, the instructor or your local meat market manager can help in identifying the cuts.

When you know all the meats you are better prepared to assist the customer. When the customer does make a selection, carefully weigh and wrap the meat and then mark the item clearly. You may want to suggest items which are on special.

In the process of weighing the selection, place meat on the scale and call out the amount of purchase. If the customer agrees, complete transaction.

UNDER STATE LAW, CUSTOMERS ARE NOT ALLOWED TO HANDLE UNWRAPPED MEAT. In most instances, the meat trainee must be 18 years old to work in the meat section.

LEARNING ACTIVITIES

Use the "Meat Market Survey" to determine the policy at your local supermarkets. Visit at least two supermarkets to take the survey.

Complete the self-check with an appropriate answer.

ALTERNATE ACTIVITIES

Visit four supermarkets. Ask the meat manager if you may watch as meat is being weighed and compare the scales and the method used in reading them.

Try the self-check again. If you are still having difficulty, consult your instructor.

MEAT MARKET SURVEY

Every supermarket's meat section has a different policy about packaging meat, pricing meats, cleaning the area, and serving customers. Use this survey to determine the policy of your local supermarket's meat section.

1. Is being courteous to customers important? Yes _____ No _____
   Why? _____

2. List at least four good sales habits. a) _____ b) _____
   c) _____ d) _____

3. What three supplies do you need in wrapping a package? a) _____ b) _____ c) _____

4. If the package is not wrapped suitably, what should you do? _____ Why? _____

5. How are the market scales leveled? _____

6. If the scales are reading too short, what should you do? _____

7. What is the proper way to read a scale? (check one)

   ( ) Up and down ( ) From right to left ( ) From left to right

8. If the price of an item is $1.49 and the scales only go to $1.19, how would you get the correct price of an item? _____

9. How much is an ounce in money at $1.09 a pound? _____

10. When a customer calls for a special cut roast, is it higher than the same roast in the counter? Yes _____ No _____

11. All company officials and families get special discounts.
    True _____ False _____

12. How often should the case front glass be cleaned? _____

13. Meat cases should be cleaned inside. How often? _____

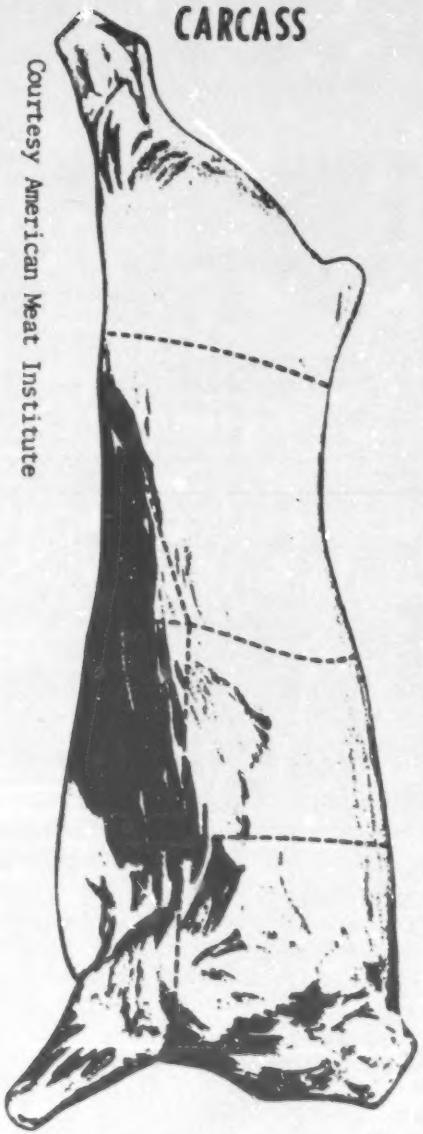
14. What is the proper greeting for a customer? _____

15. Why is it important to pull the steak paper off the pans after selling merchandise from them? _____

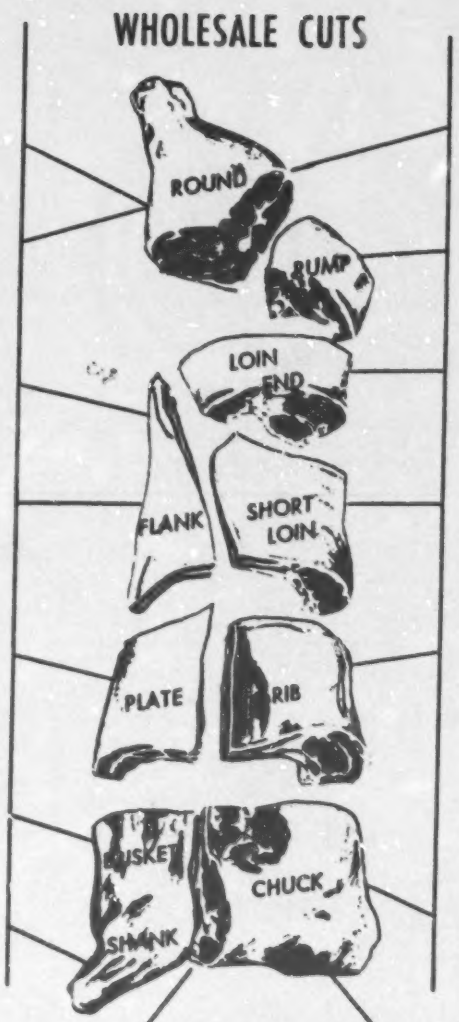
16. When should you use the retail price sheet? _____

17. How do you make a price change? _____

18. Name the merchandise in the self-service meat case by groups. _____
    _____



Courtesy American Meat Institute



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BEST COPY AVAILABLE

OBJECTIVE # 2 SELF-CHECK

1. The other six meats found in the meat section besides beef are _____, _____, _____, _____, _____, and _____.

2. When the customer makes a selection; carefully _____, _____, and _____ the item clearly.

3. When weighing the meat selection, place the meat on the _____ and call out the amount of purchase.

4. In most instances, the meat trainee must be _____ years old to work in the meat section.

OBJECTIVE # 2 SELF-CHECK ANSWERS

1. Veal, chicken, turkey, lamb, fish, pork
2. Weigh, wrap, mark
3. Scale
4. 18

OBJECTIVE # 3

After discussing the responsibilities and completing the activities of the meat trainee, you will be able to complete the self-check with 90% accuracy.

RESPONSIBILITIES

In addition to projecting a good image and being knowledgeable about meats, the meat trainee has these responsibilities.

1. Keep trays filled.
2. Wrap packages securely with no breakage.
3. Be sure tray has price decal.
4. Pick up ground beef and sausage with ladle, liver with fork, and oysters with dipper (never use your hands).
5. Read scale correctly on right price line.
6. Mark price carefully on package. (Underline to eliminate confusion between 9s and 6s.)
7. Do not process an order in an excessive amount until checking with manager.
8. Do not loiter in meat cutting room. (Power tools can be dangerous.)
9. Do not use equipment you are not authorized to use.

LEARNING ACTIVITIES

Locate a scale and weigh different items. Predetermine a price per ounce and compute the price per item. Mark the item legibly.

Complete the self-check with an appropriate answer.

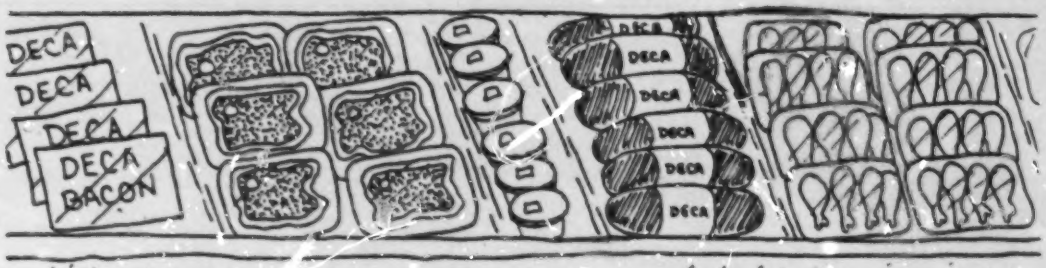
ALTERNATE ACTIVITIES

Visit the local supermarket's meat section. Ask if you may watch the packaging and pricing of meat trays. Note how the meat is placed in the meat display counter.

Try the self-check again. If you are still having difficulty, consult your instructor.

OBJECTIVE # 3 SELF-CHECK

1. Wrap packages securely with no _____.
2. Pick up ground beef and sausage with a _____.
3. Do not use _____ you are not authorized to use.



OBJECTIVE #3 SELF-CHECK ANSWERS

1. Leakage
2. Ladle
3. Equipment